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ABSTRACT

This report details the design and results of a study commissioned by the California State Library to describe the everyday information needs of California citizens in the context of three societal trends that impact the operation of libraries and all other human services that define information delivery as part of their mandate: (1) emergence of the information society; (2) move toward responsive information systems to serve people; and (3) increased pressure for information system redesign and invention. The first report details the approach and methods used in the study and the results obtained; it draws no conclusions and presents no implications. The methodology used was the Sense-Making Approach, which assesses information needs of the intended clientele of information systems by looking at individuals' opinions and attitudes in the context of their lives independent of those systems. The second report sets the study in the context of larger societal and professional purposes and relates the study approach and results to these purposes. Findings are organized around 10 major conclusions, and related implications and applications are discussed. The major conclusions relate to: unsatisfied information needs; need for more emphasis on the human dimensions of information use in serving citizens; effect of socioeconomic status on information needs and equity issues; need for less emphasis on demography and more emphasis on sense-making patterns in organizing information services; ongoing information needs assessment by information providers; the need for more emphasis on the human aspects of information use in difficult situations; the need for information linkages and networks; adolescent information needs; the need to use professionally accepted entry points when addressing everyday information needs; and the lack of inherent barriers between Californians and their potential library use. (THC)

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Report #1: Technical Report

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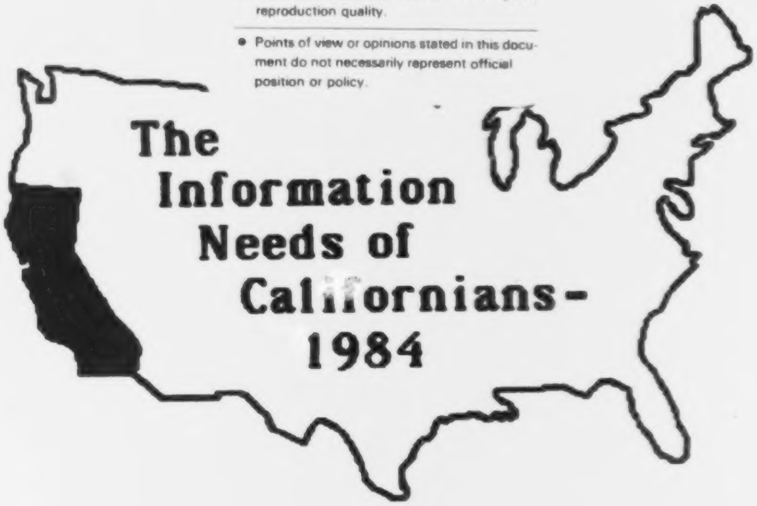

The Information Needs of Californians - 1984

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A publication of the
Institute of Governmental Affairs
University of California, Davis
Davis, California

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Report # 1: Technical Report

The Information Needs of Californians- 1984

FOR:
California State Library
Sacramento, California

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THE INFORMATION NEEDS OF CALIFORNIANS- 1984

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PREFACE

We owe thanks to:

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August 30, 1984

CHAPTER I

INTRODUCTION

The purpose of this report

There are three reports detailing the approaches and methods used and results obtained from the 1984 study of the information needs of Californians:

Report #1: Technical Report
Report #2: Context, Summary, Conclusions, Implications
Report #3: Study Highlights

This volume is report #1. It's purpose is to serve as a technical report detailing the approach and methods used in the study and the results obtained. This report draws no conclusions and presents no implications. It does not set the study in the context of larger societal and professional purposes or relate the study approach and results to these purposes. These elements are all addressed in Report #2.

Chapter overview

This chapter has three primary purposes. One is to describe the information needs assessment approach used in this study, the research tradition in which it has been developed, and the methodologies it mandates. The second is to show how this 1984 study of the information needs of Californians was implemented conceptually using the selected approach and how this report lays out the results of the process. The third is to show how this 1984 study is similar to and differs from the 1979 study of Californians' information needs.

This chapter emphasizes conceptual issues and applications. It does not present methods per se. These are detailed in Chapter II.

Research traditions

The approach used to assess information needs in this study is called the Sense-Making approach. It is essentially the same approach as was used in the 1979 study of Californians' information needs differing primarily in ways that six more years of development impact. The Sense-Making approach to assessing information needs was first applied in a 1975 study of the information needs of general population, Asian, and Black residents of the Seattle, Washington metropolitan area. The approach has since been used in numerous contexts to assess the information needs of cancer patients undergoing treatment, blood donors giving blood, developmentally disabled adults facing troublesome situations, Asian refugees adapting to new living situations, minority students at a University dealing with being minority, doctoral students writing dissertations, general population citizens thinking about insurance, and senior citizens thinking about and dealing with retirement.[1]

Depending on how one cuts the research literature, the Sense-Making approach can be described as a product of a number of different research traditions. First, it grows from the tradition of information and library system evaluation and yet breaks with the tradition in significant ways. Second, it falls into the class of evaluation studies called "user" studies. Within that class, Sense-Making studies again break with tradition in that a Sense-Making user study is not typical of the studies in the sub-set called "user" studies. In this context, a Sense-Making information needs assessment falls into a new and growing research tradition which for purposes of this chapter will be called "actor-oriented target population studies." Finally, within this class of studies there are two sub-sets. One sub-set conceptualizes the intersection between the person and system as an information transmission or mechanistic process; the second conceptualizes it as a sense-making or constructivistic process. A Sense-Making study belongs to the second class. Summaries of each of these research traditions follow. Figure I-1 (on the next page) shows the relationships between the traditions summarized.

Information and library system evaluation studies. There is a long tradition of studies aimed at evaluating information and library systems.[2] In the early years this tradition focused solely on evaluating systems in terms of whether they met a set of standards defined in professional consensus processes and seen as generalizeable across locales. These standards focused on "inputs" to the system -- funding, expenditures, staff, resources. Typical measurements included library income as a percentage of government income; how many books were purchased; how many entries were stored; how many staff were hired; what kinds of materials were on the shelves; how many hours the system was open. The intent of such studies was essentially to determine if systems were "up to standard".

The tradition of input studies evolved over time into a tradition of input and output studies. This evolution marched in pace with the increased call in society for professional accountability. Standards agreed upon and met within professional circles were no longer enough. Funding agencies called for measures assessing use. To this end, output

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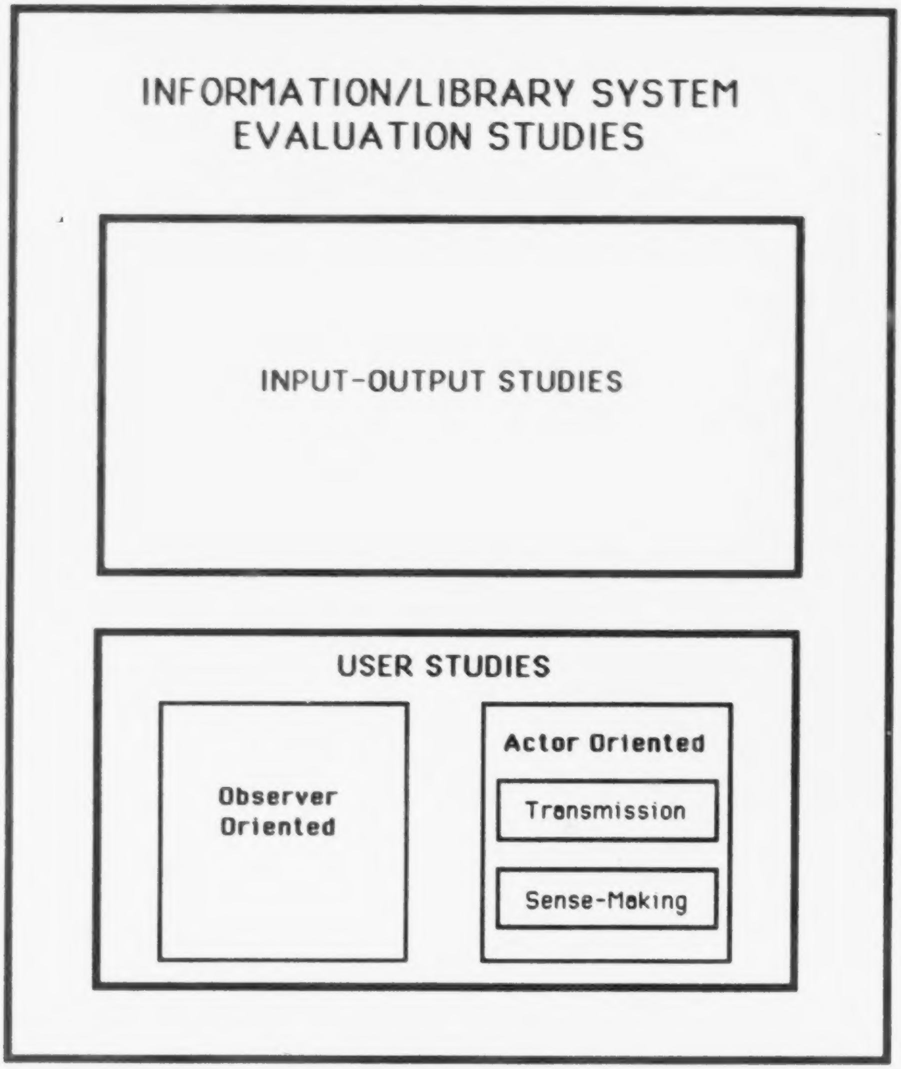
[1] For references to Sense-Making studies, see these listings in the references: all citations for Dervin and her co-authors; all citations for Atwood; and, Palmour et al, 1979. This chapter is drawn from eleven years of programmatic research which is most completely described in Dervin 1983a. It includes elements of a longer review of information needs assessment approaches to appear in Dervin and Nilan, 1985.

[2] Discussion of traditional information and library system evaluation approaches rely heavily on: Childers, 1975; Kaske and Jones, 1980; Lancaster, 1977; Palmour, Bellassai and DeWath, 1980; and, Zweizg and Rodger, 1982.

Figure I-1

The relationships between the research traditions reviewed in this chapter.


INFORMATION/LIBRARY SYSTEM
EVALUATION STUDIES
INPUT-OUTPUT STUDIES
USER STUDIES
Observer Oriented
Actor Oriented
Transmission
Sense-Making

measures look essentially at the movement of the inputs between system and users. Typical studies have included measures labelled as "penetration" and "effectiveness" measures. Pentration measures look at such dimensions as per capita circulation and program attendance. Effectiveness measures look at such dimensions as turnover rates (the percentage of all holdings circulated), title fill rates (the percentage of all titles sought that were found), or delayed document delivery rate (the percentage of documents requested that were delivered within a certain time period).

User studies The next step in the drive toward greater accountability was to focus on who was and was not being served. This step received its greatest impetus during the 1960s when much societal attention began to be focused on the diversity of sub-groups in society and how some of these sub-groups were not using and did not find useful many agencies mandated to provide society-wide service. The class of studies that have emerged have been called "user" studies but refer more generally to studies of users and potential users.[3]

The first type of user study that emerged was one that will be called, for purposes of this chapter, "observer-oriented" user studies. These studies, which have increased geometrically in number since the 60s, focus on assessing population connections to the library. The connections are seen as behaviors (actual use or non-use), cognitions (awarenesses and opinions), evaluations (likes and dislikes, satisfactions and dissatisfactions), and access (geographic closeness to library, times able to use library). In contrast to output measures which looked at the movement of materials, these measures focused on respondent reports. Respondents would be asked, for example, when they last used the system and and what materials they used, what awareness they had of different system dimensions, what they liked and disliked about it, and what priorities they thought the system should pursue. People who actually used the library were asked how satisfied they were with the service they got.

These studies clearly added useful information to the system evaluation repertoire and, in particular, they added a strong accountability dimension. With the increased efforts being put into user studies, however, came increased understandings of the strengths and weaknesses of user studies defined as described above.

A primary weakness is that the studies still essentially focus on outputs by constraining themselves to focusing on people only in system terms. An analogy which is helpful here is that these studies look at people using a system mirror. The mirror, however, has a special kind of glass which leads researchers to ask, for example, what the respondent thought of the library, did with the library, wants for the library. But it does not step outside these bounds into larger life contexts.

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[3] Discussion of user studies for purposes of this chapter are limited to those studies focusing on general populations. Discussion relies heavily on: Palmour, Bellassai, and DeWath, 1980; Zweizig, 1977; Zweizig and Dervin, 1977. The call for user studies is now so widespread that a list of citations would be too long to mention. Some noteable examples in the information and library science literature include: Ballard, 1980; Crowley and Childers, 1971; McFayden, 1975; Mick et al., 1980; Mohr, 1978; Sell, 1980; Wilson, 1981; and, Zweizig, 1979a; 1979b.

This weakness has several consequences.[4] One is that perceptions of information and library systems are constrained by past definitions of these systems. People necessarily respond in terms of what they think these systems are, not what they might be. As a consequence, study results do not challenge the system beyond its current definitions. A second consequence is that a majority of general population respondents have not had recent contact with a library. The responses of many are, thus, tied to long-ago school experiences. Questions asking these respondents what priorities they have for libraries, for example, are either grounded in these long ago experiences or, more likely, catapult the respondent into hypothethical question-answering. Studies have shown that data obtained from interview situations in which the respondent must respond to dimensions outside his or her experience provide a poor basis for system design or behavior prediction.

Actor-oriented target population studies. In response to these challenges, research began to move from observer perspectives to actor perspectives, from system mirrors to user/non-user mirrors. One of the first manifestations of this move was the emphasis on community analysis began to emerge as early as the 1940's but got intensive attention in the 1970's which emerged in the 1970s. In community analyses, researchers draw profiles of a target community. The population is described demographically; the community is described in terms of transportation, education, recreation, housing, and so on.[5]

A second manifestation of the move to actor-orientations was the inclusion in user studies of new classes of variables, noteably lifestyle measures and information/media use measures. Thus, respondents began to be asked about their hobbies and recreation activities, their tastes in music, what they watched on TV and read in newspapers and how often, and where they got information in their on-going personal and occupational lives.[6]

A third manifestation was the emergence of a research tradition focusing specifically on information needs assessment. It is this tradition that the current study grows out of. In this line of work, what was added was a concern for the actor's perceptions of problem situations faced in daily life, what sources were used to get information or solutions in these situations, and what success was obtained in getting resolutions.[7]

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[4] Others who make this same point include Jarvelin and Repo, 1982; and, Wilson, 1981, both in the field of library and information science. In education, a noteable example is Kaufman and English, 1979.

[5] For descriptions of community analysis, see Zweizig 1980; Palmour, Bellassai, and DeWath, 1980. An early citation is: Martin, 1944.

[6] Palmour, Bellassai, and DeWath, 1980 include several example of studies utilizing this apporach.

The first study in this genre was conducted in 1973 in Baltimore, Maryland. The second was a replication in 1974 in Elmira, N.Y. The third was done in Seattle in 1975 (published 1976); the fourth in California in 1979; the fifth in the New England states in 1980 (published 1982); the sixth in Connecticut in 1984. The current study is the seventh.

All of these studies stepped for the first time outside the context of the person's intersection (or potential intersection) with the information/library system into the person's wider life context. They were the first explicit research acknowledgement that it was useful to obtain data which could help systems innovate responsiveness to users/potential users outside traditional system definitions. Figure I-2 diagrams the way in which a system-observer perspective mirror captures the user/non-user. Figure I-3 diagrams the way an actor-user/non-user perspective mirror does. These figures are on the next page.

These new approaches have shown many strengths. They have, indeed, refocused some professional attention to activities outside system bounds and they have led systems to acquiring new materials to meet specialized needs. They remain a useful approach. Yet, research developments in the past ten years, particularly in the field of communication, have suggested that something more is needed in user studies if they are to be maximally helpful to information/library system practice and design.[8]

In the studies referred to above, two differed in significant ways from the rest. These two -- the Seattle and California studies -- differed in the sense in that they moved even further into the world of actors than the rest. All of the other studies have left out one significant element which is labelled in this chapter as the "constructive" or "sense-making" element. Thus, for example, studies focusing only on life situations and interests implicitly assume that information needs of all persons with common interests are equal. Likewise, studies focusing on only the nature of problem situations implicitly assume that the information needs of all persons in such situations will be equal.

Taking this discussion up an abstraction level, while actor-oriented studies did move toward focusing on actors, they still left out, usually unintentionally, the "construction" or "sense-making" power of the individual. Implicitly, they assumed that the system disseminates something called information, albeit in different packages, and that this

---

[7] The studies in this genre have included: Warner et al., 1973 (the Baltimore study); Gee, 1974 (the Elmira, N.Y. replication of Warner et al.); Dervin et al., 1976 (the 1975 Seattle study); Palmour et al., 1979 (the first California study); Chen and Hernon, 1982 (the 1979 New England study); Chen and Burger, 1984 (the Connecticut study).

[8] Dervin 1980 presents a detailed discussion of some of these developments. To get a sense of the others, see summer 1983 issue of JOURNAL OF COMMUNICATION focused on "Ferment in the Field."

Figure I-2

The user/non-user as seen from an observer-system perspective.

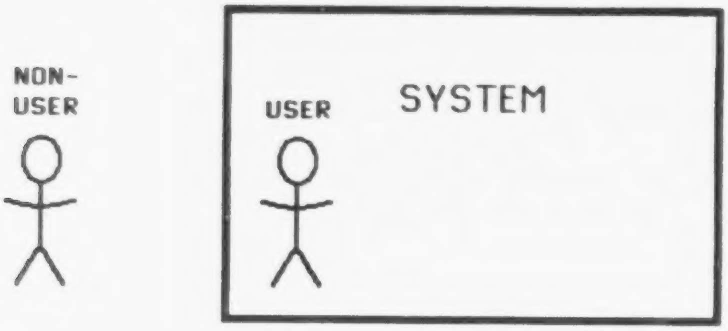
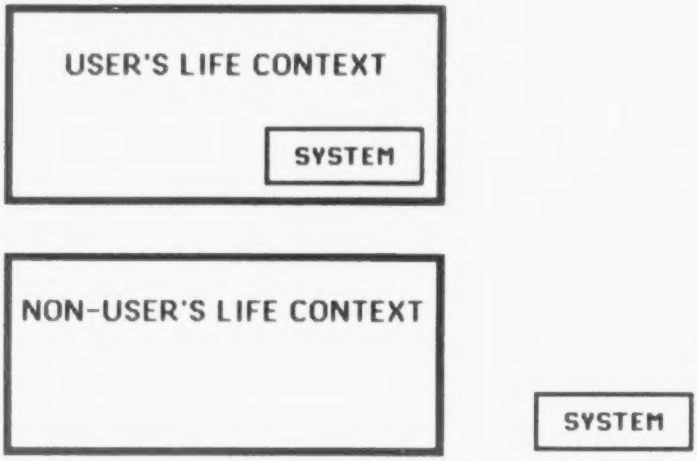

NON-
USER
USER
SYSTEM

Figure I-3

The user/non-user as seen as from an actor-user/non-user perspective.


USER'S LIFE CONTEXT
SYSTEM
NON-USER'S LIFE CONTEXT
SYSTEM

information is beneficial. At root, then, these studies have rested on what will be called here "transmission" assumptions.[9] Something called information is assumed to be beneficial once it gets into someone else's hands. In more recent studies, it is acknowledged that the something called information must at least be relevant to the interests and activities of the receiver. But it is still assumed that an observer can make the connection between findings which specify user interests and activities and the kinds of information help users want. Essentially, then it is assumed that the connection between interest/activity/situation and information is constant across people and across times.

Further, these studies have continued to assume that the primary important research question to ask is how different population sub-group, characterized with demographic measures, differ in their interests, activities, source-using, and situation-facing.

Indeed, these assumptions have shown some utility. Demography does predict significantly life style interests and activities, the nature of life problems faced, and source-using behaviors. This result is conceptually logical in the sense that demographic characteristics are attributes ascribed to people within accepted societal definition systems. Life style interests, activities, life problems, and source-using are all significantly constrained by those same societal definition systems.

But, while the intersection between a person and an information or library system is itself constrained within those societal definitions, it goes beyond those constraints. At the core of the intersection remains the unstudied constructive potential of each individual to reach out creatively for new options, to find new potential where others did not, to make personal sense.[10]

It is at this point at which the need for a new kind of actor-oriented user study emerges -- an approach that acknowledges that people are embedded in constraining social contexts but allows individual freedom to construct sense. In this context, one would expect demography to predict best that sub-set of behaviors most constrained by structures but not those least constrained. It is sense-making activity that is least constrained. It is at this point that actor-oriented user studies diverge into groups -- those that exclude a focus on cognitive activity and, thus, implicitly assume a mechanistic, information transmission model; and those that do not.

Actor-oriented sense-making studies. This most recent innovation in the "user" study tradition rests on a set of conceptual premises. The core premise is that human sense-making is a creative process rather than an adaptive process. The second is that sense-making is bound to moments in time and space.

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[9] Friere 1970 is the source of the label "transmission" assumptions.

[10] Others in the information and library science literature making explicit calls for a research focus which acknowledges human creativity include: Belkin 1980; Ford 1980; Hall 1981.

The two premises are rooted in changing views of epistemology which are having wide spread impacts in the 1980s on various of the social sciences, the communication fields in particular. In the traditional view, information is seen as something that describes reality in accurate ways. A good description of reality fits all persons at all times until a better description comes along. It is assumed that at any given time one description is most accurate given whatever measurement tools and standards exist. In this view, any discrepancy between the approved description of the time and what one individual knows or professes is assumed to result from ignorance or bias.[11]

In the changing view of epistemology, information is seen as a product of human observing. In this view, it is assumed that all human observing is constrained to a given time and place, to the power of the observing tools, and to the conceptual frameworks the observer is able to bring to bear. In this view, all observings are essentially constrained to situations. In this view, situations are themselves seen as in part subjective. This view does not assume that all observings are illusionary; rather it assumes they are necessarily biased. But the word biased is itself not the best term because the term assumes that somewhere there exists the "true" observation In this changing view of epistemology, no such "true" observation exists. Rather there are multiple perspectives constrained to situations. Information useful one place may not necessarily be useful in another. Information transmitted without situational context leaves behind that which makes it most useful. Information exchange requires anchoring in situations. Consensus-building and reality-sharing requires a dialectical exchange of differing situational perspectives.

This alternative view of the nature of information and information sharing includes assumptions about the kind of research which will be most useful to information/library system practice.[12] That research would, first and foremost, remove any system standards against which the respondent would be measured. It would allow respondents to be anchored in their own times and places. It would define information broadly, as anything that allows the individual to make sense.

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[11] For a series of 35 articles addressing issues of changing epistemologies in the field of communication see the summer 1983 issue of JOURNAL OF COMMUNICATION. For a particularly useful article see Rosengren, 1983. For similar discussions in the fields of pyschology and sociology, see Erikson, 1978 and Tyler, 1971.

[12] For others in the field of library and information science speaking specifically to the issue of the kind of research which can be most useful to system practice, see: Belkin, 1980; Belkin et al., 1982; Davies, 1983; Hammarberg, 1981; Mick, et al., 1980; and Lowry, 1979. For a discussion on why research has not been more useful to practice, see Dervin 1984. While the discussion there points specifically to communication profession practice, the points apply to information and library system practice as well.

Much work is being done in the communication field on inventing research methodologies consistent with these alternative assumptions. The one alternative approach known to have been applied on a long term basis specifically to information needs assessment is the Sense-Making approach.

Sense-Making approach. The Sense-Making approach assumes that the most valid way to assess information needs, and thus potential system intersections with people, is to have respondents reconstruct actual experiences they have already had. An unguided reconstruction, however, would present the researcher with the same complaint about individual uniqueness which emerges from the practitioner literature. The uniqueness seems unbearable and without some systematization seems unamenable to the codification of patterns necessary for systematic response.

While other user studies have assumed that the elements of individual uniqueness worth patterning of consist of lists of demographic characteristics, activities and interests or lists of gap situations faced, Sense-Making reaches for something fundamental. In line with the alternative epistemological premises above, Sense-Making reaches back to the assumed mandate for human sense-making -- the need for each human to construct sense in an ever-changing reality as he/she moves through time-space. This notion that reality is ever gap-filled for the individual is called the assumption of "discontinuity." It directs the researcher to focus on those points in time-space when the individual is stopped, when he/she can not proceed becauses of the need to bridge some gap. The notion that gap-bridging occurs in time-space directs the researcher to focus on qualities of time-space movement.[13]

The Sense-Making model is built on these directives. It asks people to talk about their movements through time-space, about when and how they were stopped, about what gaps they saw, and where they wanted to end up on the other side of the bridge. While the gap faced is seen as the core of the "information need", it is assumed that all elements -- stop, gap, and goal -- make up the total need.[14] It assumes that each element from the seeing of a gap to the successful bridging involves active constructing or sense-making. Further, it assumes that because humans share a common mandate to make sense in an ever-changing reality, patterns of sense-making can be unearthed by focusing on these dimensions of gaps and movement across gaps.

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[13] Sense-Making rests heavily on the work of cognitively-oriented social scientists. A particular debt is owed to the work of Carter 1972, 1973, 1974, 1975.

[14] Most frequently, information need studies have not defined the term information need. In those studies that have defined the term, all point essentially to a gap of some kind. In more traditional studies, the gap is seen between users/potential users and materials. In Sense-Making studies, the gap is defined as a hole in a person's cognitive picture, a hole which prevents continued movement. For other discussions of the term, see Beal 1979; Ford 1980; Wilson 1981.

An important difference between the transmission focused actor-oriented user study and a Sense-Making focused study can be seen by comparing the picture of how a Sense-Making study looks at the intersection between the individual and a system in Figure I-4 with the comparable picture in Figure I-3 for other actor-oriented studies. In the Sense-Making picture, the intersection with information is seen as a detour from the time-line, a stop in movement. Except for tthe small percentage of individuals for whom certain kinds of uses of information and library systems are habitual, people don't often find new ways of using information and library systems by accident. They make explicit time-consuming choices to make detours.

The first information needs assessment completed for information or library systems which incorporated a Sense-Making approach was the 1975 Seattle study. It was this study which began to lay out the conceptual premises outlined above. The second Sense-Making oriented study done for information and library systems was the 1979 California study; this 1984 California study is the third. In the years in between the approach has been used to study information needs in a wide variety of contexts as was noted earlier in this chapter.

The current Sense-Making approach and its application to this study

The questionnaire. Through the years, of course, the Sense-Making approach has grown and changed. In its current version, the approach consists of the set of conceptual premises outlined above, a model directing the researcher to appropriate points of focus, and a set of methodologies for collecting and analyzing data. It is important to note that Sense-Making is seen as a perspective and not body of facts, as a way of looking at a phenomenon and not a phenomenon per se.[15]

The current model used in Sense-Making studies is shown in boxes graphed with solid lines in Figure I-5 (on page 13). In this model are the three core elements -- situation, question (gaps), and helps. The sense-making individual -- the one who will detour to a system -- is assumed to be facing one of more gaps in a specific situation. It is also assumed that the individual has one or more specific purposes for wanting to bridge the gap. In the usual Sense-Making study other elements are examined depending on research purposes. For this 1984 study, the elements include: the strategies used to bridge gaps (defined as information sources in other information need studies); the barriers seen to doing so; and the difficulty and success of gap-bridging. These additional elements are shown in Figure I-5 in boxes graphed with dotted lines.

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[15] This statement borrows from a quote in Erikson 1978 description of sociology as "an approach rather than a subject matter; a perspective rather than an inventory of known facts."

[16] Studies specifically built on Micro-Moment Time-Line interviews include: Dervin et al., 1980; 1982a; 1982b; and Atwood et al., 1982.

Figure I-4

The user as seen from the Sense-Making perspective.

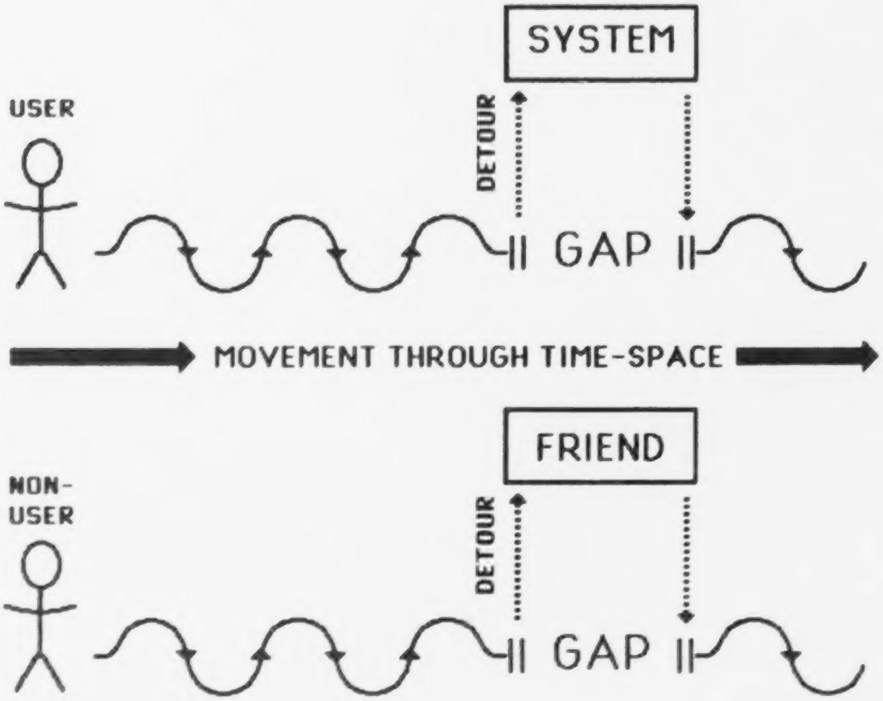
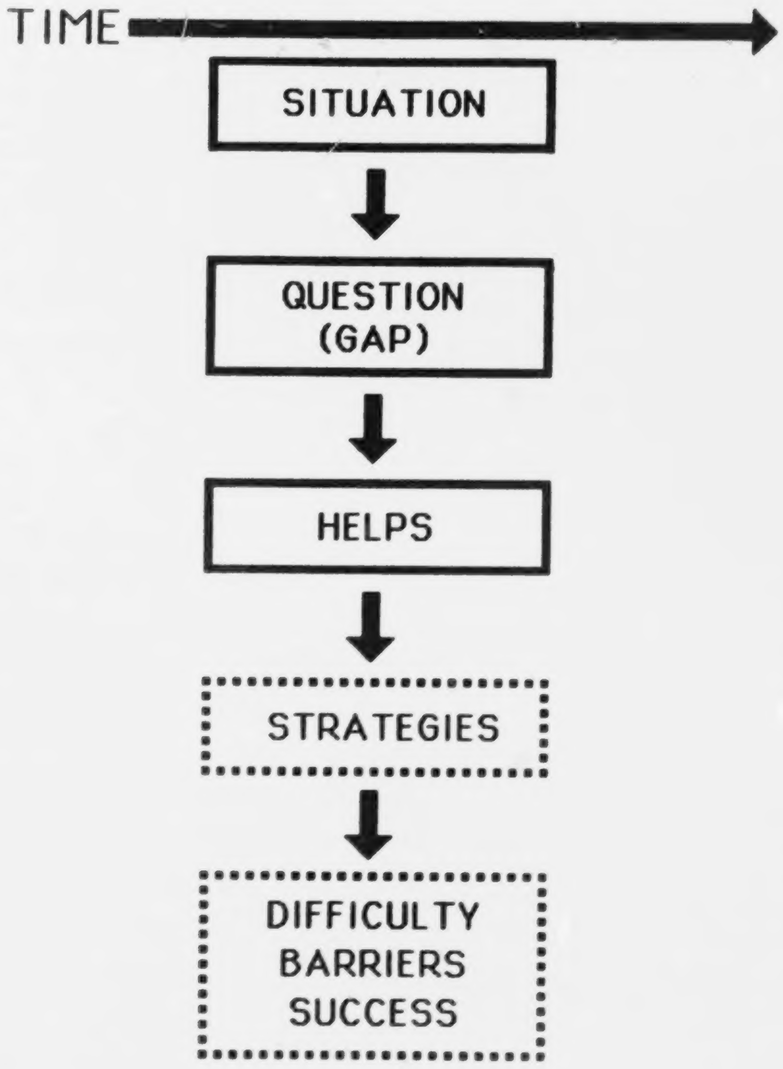

SYSTEM
USER
DETOUR
GAP
MOVEMENT THROUGH TIME-SPACE
FRIEND
NON-USER
DETOUR
GAP

Figure I-5

The core Sense-Making model and the model as applied to this study.


TIME
SITUATION
QUESTION (GAP)
HELPS
STRATEGIES
DIFFICULTY
BARRIERS
SUCCESS

The core data collection methodology of Sense-Making is called the Micro-Moment Time-Line interview.[16] In this interview, a respondent is first anchored in a situation relevant to the research purpose. This situation has usually been a recent troublesome life situation for general population studies. The respondent is then asked to describe what happened in the situation in steps -- what happened first, what happened second, and so on. The time-ordering involved here is a cognitive time ordering rather than one based on any external time standard. One step may last a second; another years. One step may occur today; the next 10 years ago because that is where the mind momentarily returned.

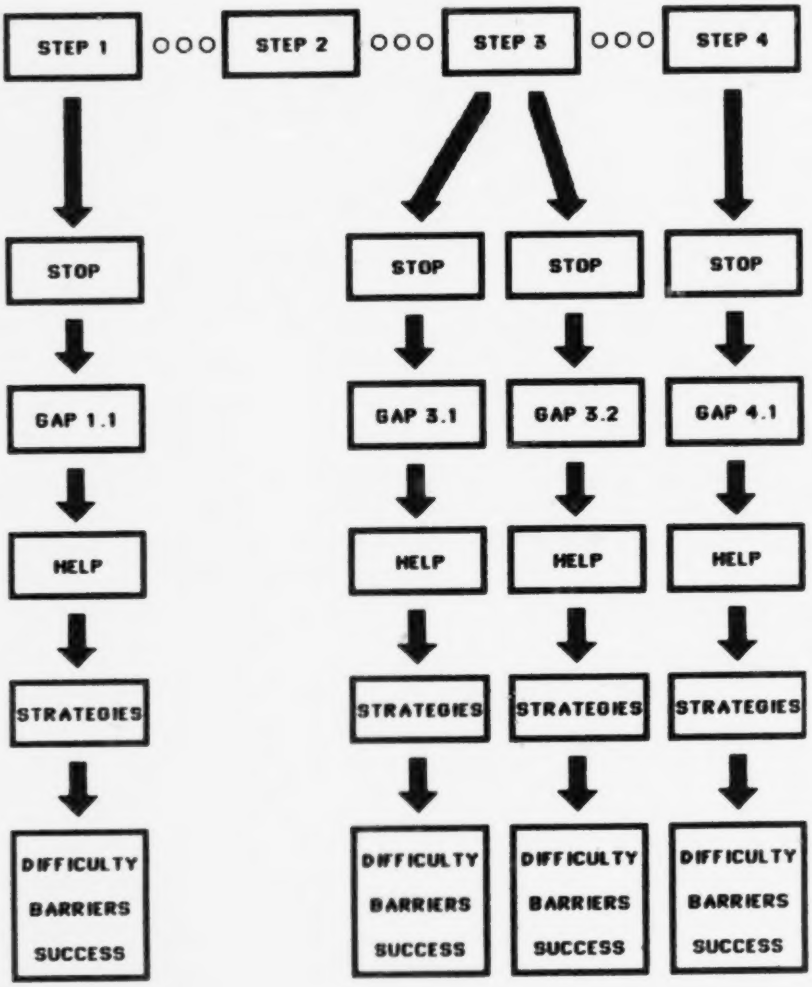
After each "Time Line Step" is described, the respondent is asked what gaps he/she faced, if any, at that step. Gaps are operationalized as questions -- things the respondent wanted to find out, come to understand, unconfuse, or make sense of. For each question named, the respondent is asked what situational conditions and what stops in movement led specifically to asking this question. The respondent is then asked in what ways he/she would use an answer to the question. This dimension is operationalized as "the help you hope(d) to get from the answer." Finally, the respondent is asked how he/she tried to get an answer (strategies); what barriers he/she faced; amd what difficulty and success he/she had. A diagram of the Micro-Moment data collection apporach is included in Figure I-6.

This resulting data, consisting almost entirely of open-ended responses, is then analyzed using a series of content analysis schemes developed specifically to address the data in the context of Sense-Making assumptions. The following listing provides examples.

> SITUATION statements are content analyzed in terms of the different kinds of stops respondents see in their movement through time-space: being on a road and seeing two or more roads ahead (the decision stop); being dragged down a road not of one's own choosing (the problemmatic stop); being without a road and feeling out of control (the spin-out stop); being on a specific road with a specific goal but finding something or someone blocking the way (the barrier stop); needing to follow someone down the road who knows the way (the following stop).
>
> QUESTION statements are content analyzed in terms of the kinds of cognitive pictures respondents are trying to complete. Sense-making assumes that respondents need to complete pictures relating to locating entities in time or in space; describing the characteristics of entities including self, others, collectivities, and objects/processes; identifying the causes and consequences of events; and identifying directions to move in and the means for doing the moving.
>
> HELP statements are content analyzed in terms of the different ways in which it is assumed individuals need help to construct sense in an ever-changing reality: getting ideas, finding directions, acquiring skills, connecting with others, getting out of or avoiding bad places, getting joy and pleasure, getting confirmation or assurance, getting motivated or started, keeping going, calming down, relaxing and escaping.

Figure I-6

Diagram of the elements of a Micro-Moment Time Line Interview.


STEP 1
STEP 2
STEP 3
STEP 4
STOP
STOP
STOP
STOP
GAP 1.1
GAP 3.1
GAP 3.2
GAP 4.1
HELP
HELP
HELP
HELP
STRATEGIES
STRATEGIES
STRATEGIES
STRATEGIES
DIFFICULTY
BARRIERS
SUCCESS
DIFFICULTY
BARRIERS
SUCCESS
DIFFICULTY
BARRIERS
SUCCESS
DIFFICULTY
BARRIERS
SUCCESS

STRATEGY statements are content analyzed in terms of the different approaches used to gap-bridging (own thinking, emotiong, escaping, and so on) and the specific sources contacted (authorities, friends, and so on).

BARRIER STATEMENTS are content analyzed in terms of whether the respondent sees his/her inability to completely bridge the gap as resulting from situation complexity, timing, his/her own emotions and motivations, lack of resources, incomplete or inadequate answers, or others and collectivities.

The typical Time-Line study with a single respondent takes 1 1/2 - 2 hours of interviewing time and an equal amount of coding time. The result is a qualitatively described and yet quantitative picture.[17] The process is very costly. But eleven years of work on the approach has led to briefer less labor intensive data collection and analysis alternatives. All of these alternatives involve two time-saving procedures. The first is interacting with the respondent so that he/she is directed to describing a particular slice of time-space, theoretically a small portion of a total time line. The second is making use of eleven years of work testing and refining content analysis categories for the various Sense-Making dimensions. The results of this work has yielded a generic set of situation, question, and help categories which cover in an abstract way most of the stops, questions, and helps people have described in eleven years of inductive analysis of some 3,000 time lines.

This 1984 study utilizes both of these time-saving procedures. At the same time, it tries to achieve a balance between getting detail on one moment in time-space and getting a large picture of other moments which could have been analyzed in detail if time permitted. Figure 1-7 (on the next page) presents a model of how the Sense-Making approach was implemented in this study. This process is described in detail in Chapter II. The purpose of the brief description below is to anchor the specific methodology used in the conceptual discussions above. The steps in the interview included:

IDENTIFICATION OF GAP SITUATIONS. Respondents were first asked what gap situations they faced in the past month from a list of 19. The 19 on the list were derived from past information need studies. At this point, the gap situations remained undescribed in personal terms. They were represented as a set of topical categories into which the respondent placed his/her situations. They included such categories as housing, shopping or buying things, legal matters.

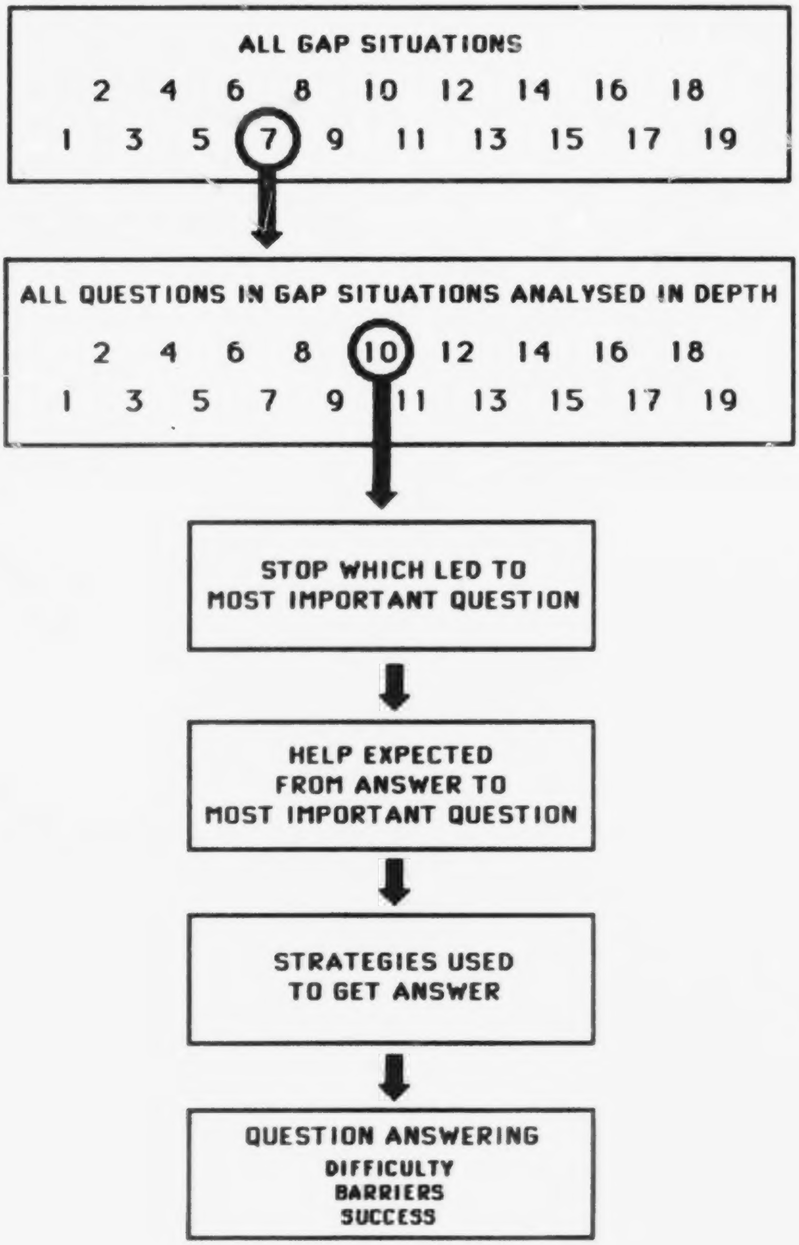
SELECTION OF GAP SITUATION FOR IN-DEPTH ANALYSIS. Using procedures described in detail in Chapter II, respondents were then asked to describe one situation in detail. In past general population information need studies, this one situation has

---

[17] Dervin et al. 1982b includes discussion of Sense-Making as a quantitative-qualitative methodology. The importance of the discussion rests on the fact that many consider the two approaches incompatible.

Figure I-7

A model of the implemenation of the Sense-Making approach in this study.


ALL GAP SITUATIONS
2 4 6 8 10 12 14 16 18
1 3 5 7 9 11 13 15 17 19
ALL QUESTIONS IN GAP SITUATIONS ANALYSED IN DEPTH
2 4 6 8 10 12 14 16 18
1 3 5 7 9 11 13 15 17 19
STOP WHICH LED TO MOST IMPORTANT QUESTION
HELP EXPECTED FROM ANSWER TO MOST IMPORTANT QUESTION
STRATEGIES USED TO GET ANSWER
QUESTION ANSWERING
DIFFICULTY
BARRIERS
SUCCESS

usually been the respondent's choice of a most important situation. In this study, this was so for roughly 39% of the respondents. For the remainder, random rotation procedures were used so that fielding would result in substantial numbers of situations available for analysis in four categories -- governmental issues/concerns; learning something new; job-related concerns; and recreation and leisure time.

GAPS FACED IN SELECTED GAP SITUATION. Since Sense-Making does not assume that the gap situation category describes the gap faced, respondents were asked which of a set of 18 generic questions they had in their situations.

Up to this point, the data collection is not yet focused on micro-moment analysis. This begins at the next stage.

MOST IMPORTANT GAP FACED. Respondents were then asked to select one question as the most important and to state the question in their own words. It is at this point that the interviewer is asking the respondent to describe a particular slice of a total time-line.

DESCRIPTION OF STOPS LEADING TO MOST IMPORTANT GAP. The respondent was then asked how he/she saw himself stopped in the situation that led him/her to having to ask the most important question.

HELPS EXPECTED FROM ANSWER. The respondent was then asked which of a set of 16 generic helps from answers to questions he/she hoped to get from an answer to his/her most important question.

STRATEGIES USED TO GET ANSWER. The respondent was asked which of a set of 13 strategies (including self and 12 sources) he/she use in an attempt to get an answer.

SUCCESS, DIFFICULTY, AND BARRIERS FACED TO QUESTION ANSWERING. Finally, the respondent was asked if a complete, partial, or no answer was obtained, perceptions of question answering difficulty, and finally to state what barriers, if any, he/she saw to question answering.

A next section of the questionnaire used a modified Sense-Making approach in an exploratory attempt to look at how people see libraries as helping or hindering them. In this exploratory section, respondents were asked if they could recall their last library use. If so, they were asked to describe that use and to then tell the ways in which that use helped or hindered them.

The final section of the questionnaire tapped demography both as a means of testing the sample quality as a means of testing the power of demography to predict different kinds of information seeking and using behaviors.

The analysis design. Figure I-8 diagrams the analysis design and indicates in which chapters of this technical report different analyses are found. The analyses can be clustered in terms of eight general purposes set for the study.

Figure I-8

The study analysis plan with indications of which chapters focus on which elements.

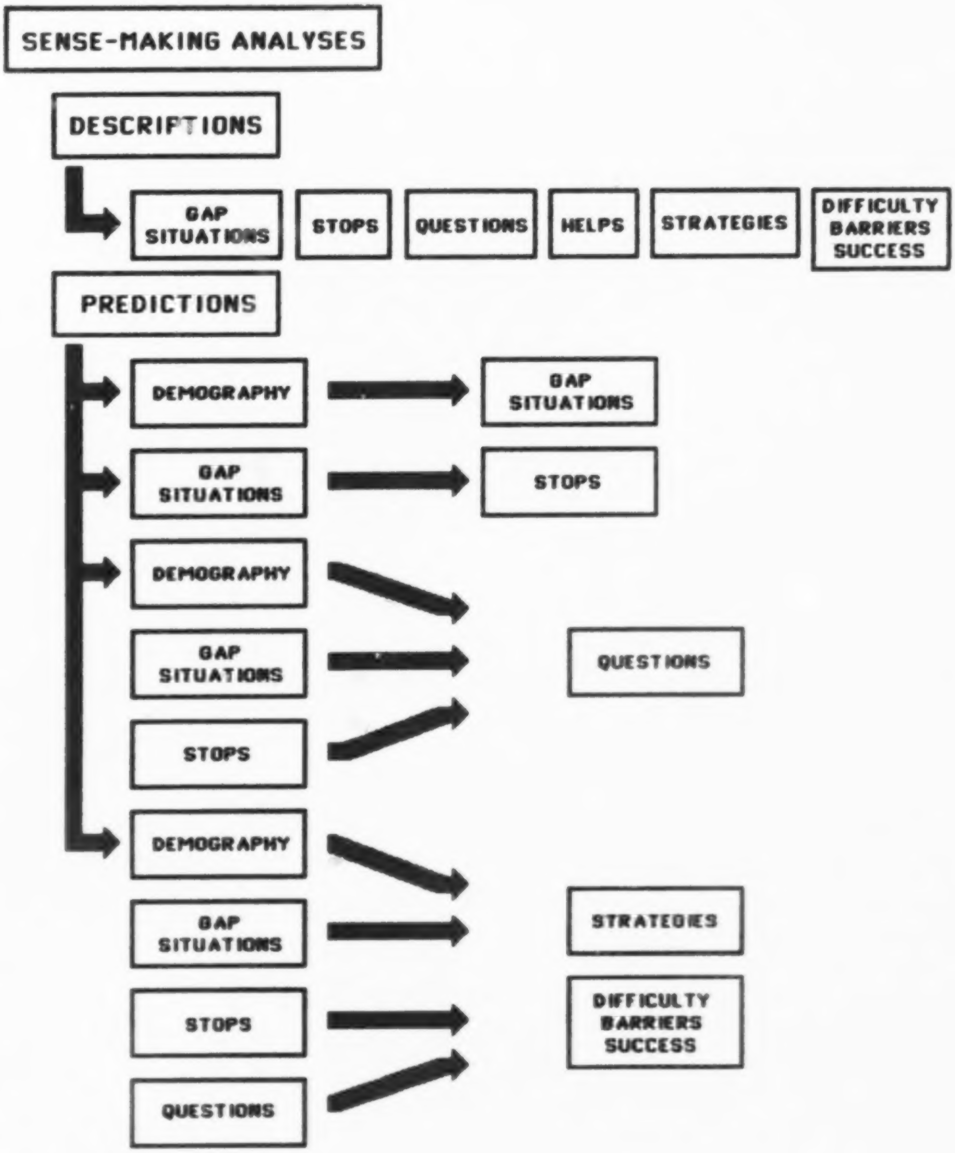
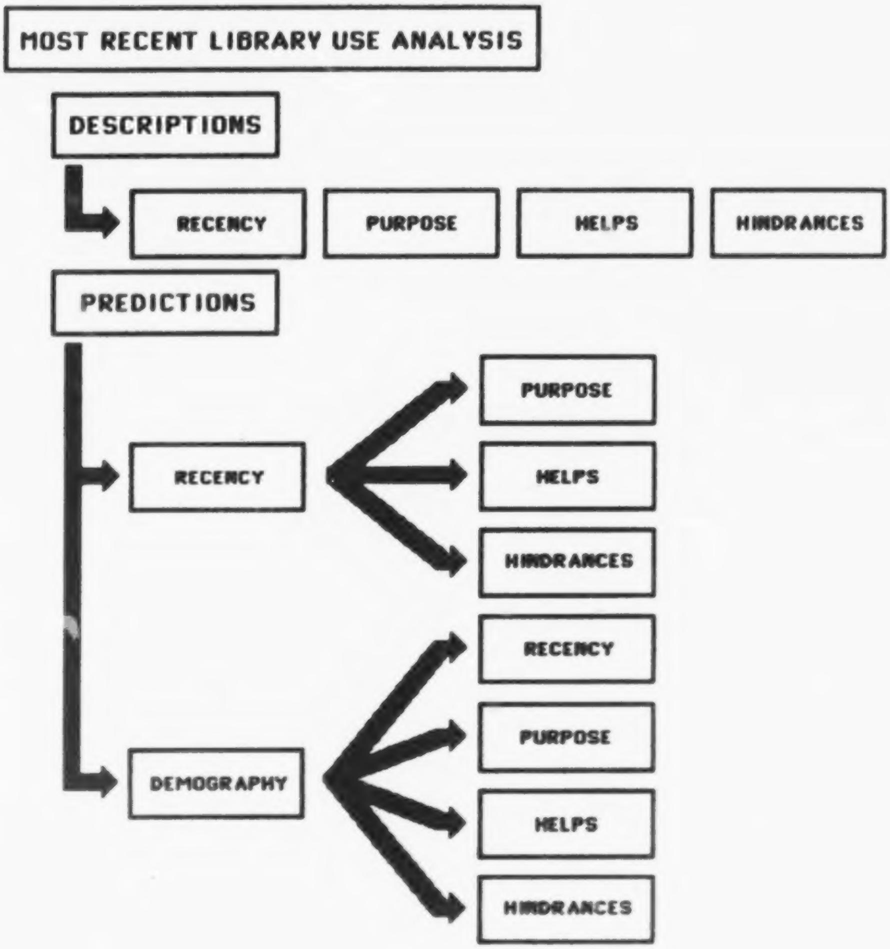

SENSE-MAKING ANALYSES
DESCRIPTIONS
GAP SITUATIONS
STOPS
QUESTIONS
HELPS
STRATEGIES
DIFFICULTY BARRIERS SUCCESS
PREDICTIONS
DEMOGRAPHY
GAP SITUATIONS
GAP SITUATIONS
STOPS
DEMOGRAPHY
GAP SITUATIONS
STOPS
QUESTIONS
DEMOGRAPHY
GAP SITUATIONS
STOPS
QUESTIONS
STRATEGIES
DIFFICULTY BARRIERS SUCCESS

Figure I-8 (continued)


MOST RECENT LIBRARY USE ANALYSIS
DESCRIPTIONS
RECENCY
PURPOSE
HELPS
HINDRANCES
PREDICTIONS
RECENCY
PURPOSE
HELPS
HINDRANCES
RECENCY
DEMOGRAPHY
PURPOSE
HELPS
HINDRANCES

CHAPTER II

METHODS

Chapter overview

The purpose of this chapter is to report the methods used in this study. Successive sections of this chapter will focus on:

> **The questionnaire** -- its design and pre-testing;
>
> **The fielding** -- training of interviewers, conduct of interviewing process, and results;
>
> **The sample** -- its design and results of the process;
>
> **The variables** -- their definitions and measurement;
>
> **The data analysis procedures** -- procedures for coding, computer operations, and statistical analyses.

The questionnaire

Design. A variety of Sense-Making methodologies were used to achieve the purposes detailed in Chapter I.[1] The details and rationales for the actual measurement of specific variables will be presented in a latter section in this chapter. Briefly, the questionnaire brought the respondent through the following data collection phases:

> **Phase 1: Identification of gap situations**
> Respondents were asked which of a series of 18 different kinds of situations they had to stop and think about in some way (e.g., to ask a question or to deal with a problem) in the past month. The 18 situations consisted of a set of topic categories which have been identified in past general population information needs studies as constituting an arena of everyday gap situations.[2]
>
> **Phase 2: Identification of gap situation for in-depth analysis**
> A set of procedures was used to select one gap situation to be analyzed in depth. Most of the general population information need studies done to date have allowed the respondent to choose which of his/her gap situations was most important.[2] This was the method used in the 1979 California study. For this study, four gap situations were selected for particular attention -- governmental concerns and issues, learning something new, job-related concerns, and recreation and leisure time. A systematic

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[1] See Chapter I for a detailed presentation of Sense-Making and for relevant citations.

[2] See Chapter I for a review of the general population information needs studies completed to date.

random procedure was used such that one-fifth of the respondents were asked to freely choose their most important gap situation faced in the past month.

For the remaining respondents, the situation selected for in-depth analysis was one of the four chosen for particular attention. In cases where respondents indicated they had faced more than one of the four, a random procedure was used to insure near equal numbers of situations analyzed in each of the four categories. In cases where respondents indicated they had not faced one of the four designated situations, procedures reverted to selection of the most important other situation. These situation selection procedures and the results of their use are described in detail later in this chapter in the section on sampling.

Phase 3: Questions in situation analyzed in depth

Following the choice of the situation to be analyzed in depth, respondents were asked which of a series of 18 different questions they asked themselves in this gap situation. They were also asked how important each question they had was (slightly, moderately, or extremely). The 18 questions consisted of a set of "generic" questions asked in situations extracted from 12 years of inductive Sense-Making studies.

Phase 4: Most important question in situation analyzed in depth

At this point the respondent was asked to state in his/her own words the most important question he/she had in this situation. The question, the respondents were told, may or may not have been one on the close-ended list.

Phase 5: The micro-situation leading to most important question

As is the practice in the Sense-Making approach, respondents were asked to focus specifically on those aspects of the total gap situation which pertained to their most important question. In Sense-Making, this is called the "Micro-Moment". In describing this micro-situation, respondents were asked to indicate whether it was "in the past" or "still going on". In addition, they were asked to indicate which of a series of five statements of how people get stopped in situations described what led them to ask their most important questions.

Phase 6: Ease of getting answer to most important question

The next section asked respondents to indicate how easy or difficult it was for them to get complete answers to their most important questions both in absolute terms and compared to other people.

Phase 7: Helps expected from answer to most important question

The next section asked respondents to indicate from a series of 16, different ways in which they hoped to be helped by an answer to their most important question. They were also asked how important each "help" was to them. The 16 "helps" consisted of the set of "generic" helps from information identified in prior Sense-Making work.

Phase 8: Strategies used to answer most important question
The next section asked respondents which of a series of 13 strategies they used to obtain an answer to their most important question and how much of an answer (none, some, most) they got from each strategy. The strategies included different sources (e.g., media, family) as well as own thinking and experience. The set of strategies came from past studies of the information needs of the general population and from past Sense-Making studies.

Phase 9: Completeness of answer to most important question
The next series of questions asked respondents to evaluate whether they got a complete, partial, or no answer to their most important question and the extent to which their answer helped them (a lot, a little, or not at all). Respondents who got only partial or no answers were asked if they expected to get an answer in the future (yes, maybe, no).

Phase 10: Barriers to answering most important question
Respondents who indicated they got no answer or only a partial answer to their most important question were asked what prevented them from getting a complete answer and whether they expected to get a complete answer in the future.

Phase 11: Library use
At this point, the respondents' focus was moved from their most important questions to their most recent use of a library. They were asked if they could recall their most recent use, when this use occurred, and what happened during the use. They were also asked whether this contact helped or hindered them in any way.

Phase 12: Demography
The final section of the questionnaire tapped demography -- number of children in household, household size, education, age, county of residence, community size, race, income, and sex.

Copies of the final questionnaire as used in the field are in Appendix A, including both English and Spanish versions.

Questionnaire pre-testing. The questionnaire was pre-tested twice for purposes of perfecting item wording, improving questionnaire flow and quality of response, and correcting questionnaire length. Pre-testing conditions were as follows:

First pre-test
A total of 42 respondents were sampled randomly from the Sacramento and Davis phone books. An additional 25 respondents were sampled randomly from the Seattle, Washington metropolitan area phone book. Calls were made by members of the research team.

Second pre-test
A total of 105 respondents were interviewed in the Sacramento and Davis areas under actual fielding conditions. Interviewers included

research team members and employees of the contracted fielding firm -- Western Survey and Research Company.

Spanish translation. At the conclusion of questionnaire pre-testing, a Spanish language version of the questionnaire was prepared, back-translated, and refined for accuracy. Analyses of census data indicated that the designated sample of 1000 randomly sampled residents in California (see section on sampling later in this chapter) would yield between two and ten respondents who would require a Spanish language questionnaire. Since interviews were conducted by phone and there was no way of anticipating a need for a Spanish intervew prior to contact during fielding, interviewers were instructed to assess whether each sampled household required a Spanish version. When a household was so targeted, a Spanish-speaking interviewer made follow-up contacts to secure the interview. Results of this process yielded five completed interviews conducted in Spanish.

The fielding

Interviewer training. A total of 42 professional interviewers were employed by the contracted fielding company. These interviewers worked from phone banks in two locations -- Sacramento and El Cerrito. All interviewers attended a training session of approximately four hours in length prior to starting interviewing. Interviewer work was also closely supervised during the fielding period. A copy of the interviewing training manual is included in Appendix B.

Fielding conditions. Interviewers made phone contacts with sampled households from April 19 - May 18, 1984. Calls were made for the four week period seven days a week between the hours of 3-9 p.m. The average interview took 25 minutes to complete.

Interviewing quality. Two assessments were made of interviewing quality. The first consisted of the standard interviewer validity checks. In this process, at least a 10% randomly selected sub-sample of each interviewer's respondents was recalled to confirm that the interview was indeed conducted with the described respondent. Results of this check showed all respondents were interviewed as reported. The second interviewing quality check involved comparing the kinds of data obtained across each individual interviewer. Analyses of variance were performed using interviewer as the predictor variable on five selected sets of criterion measures. The criterions were selected for the evidence they would provide of interviewer differences introducing any serious bias into the study. Results of these analyses were as follows:[3]

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[3] This presentation refers to measurements only briefly. See the measurement section of this chapter and Appendix D for more information. To aid in locating details on particular measures, the measures used in these interviewer quality control analyses come from the following questionnaire phases: percentage of respondents with most important question, phase 4; percentage of respondents facing four target situations, phase 1; average # of gap situations faced, phase 1; average # stops named for gap situation analyzed in depth, phase 5; and percentage of respondents recalling last library use, phase 11.

Percentage of respondents with a most important question

The first comparison involved looking at the percentage of each interviewer's respondents who reported having a most important question. Results showed that on the average 73.6% of all respondents had a most important question and only two interviewers yielded results significantly different from this average. The two deviant interviewers accounted for 8.7% of the respondents.

Percentage of respondents facing four target situations

In this test, a comparison was made of the percentage of each interviewer's respondents who indicated they faced a gap situation in the past month involving governmental concerns and issues, learning something new, job-related concerns, or recreation and leisure time concerns. These four situations were selected because they were designated as ones to receive particular focus in this study. Results showed no significant differences between interviewers on all four of these measures.

Average number of gap situations named

In this analysis, a comparison was made of the average number of gap situations each interviewer's respondents indicated they faced in the past month. The average across all respondents was 8.5. One interviewer's average was significantly lower and one significantly higher than the averages for all the remaining interviewers. These two interviewers accounted for 3.8% of the respondents -- 2.8% for the interviewer with a low average and 1.0% for the interviewer with a high average.

Average number of stops seen in situation analyzed in depth

In phase 5 of the questionnaire, respondents were asked to indicate which of a series of five stops applied to their gap situation. This analysis compares the average number of stops named by each interviewer's respondents. Across all respondents, this average was 1.8. Results showed no significant differences across respondents.

Percentage of respondents recalling last library use

The final comparison looked at the percentage of each interviewer's respondents who indicated they recalled their last library use. On the average, 81.1% of the respondents indicated they could recall their last library use. Two interviewers yielded averages significantly lower than those of all other interviewers. These two interviewers accounted for 0.1% of the respondents.

The results above indicate that the biases introduced by deviant interviewing tactics was minimal. Only three of the five comparisons made showed any significantly deviant interviewers and these accounted for only 5-8% of the respondents. In addition, inspection of each interviewer's results showed that a given deviant interviewer was out of line on only one measure and not consistently across measures. Further, most of the deviations were of the "counter-balanced" type in which one interviewer's veering in one direction is balanced by another veering in another direction.

A summary statistic completes the quality portrait. Across the eight comparisons above with differing n standards taken into account (see section on measurement later in this chapter), there was a total possibility of finding 7974 respondents with deviant data attributed to interviewer differences. The comparisons above yielded 131 deviant respondents, only 1.6% of the total possible. This result is well under the 5% deviation one would expect if only chance errors were operating rather than systematic interviewer differences.

The sample.

Sample design. The universe selected for representation in this study was designated as all California residents 12 years of age or older. Desired sample size was designated as 1000. A sample of this size was selected because it would allow comparison of population sub-groups with sufficient representation within each group. The errors introduced into the data as a result of sampling are measurable statistically and are discussed in a later section of this chapter on data analysis procedures.

In order to obtain the designated sample of 1000, a random proportionate probability sample stratified by county was drawn of all households with telephones in the State of California. This process put a ceiling target quantity on the number of interviews to be obtained in each county to insure that representation by county would be in proportion to county population. All other demographic factors were left free to vary according to the exigencies of random sampling. This was done because additional controls would have been costly and a sample size as large as 1000 virtually assures adequate representation of demographic sub-groups even if the exigencies of sampling yield some over or under representation.

The actual selection of respondents was done within households using the "next-birthday" method (Salmon and Nichols, 1983). Using this method, interviewers designated as the selected respondent the person 12 years of age or older residing in a given household whose "birthday is next." This method has been documented as a relatively non-intrusive method of assuring respondent random selection.

The phone listing used in the sampling process was developed using the "random-digit" technique. In this technique, phone numbers are generated randomly by computer thus assuring that all household phones, including unlisted numbers, have equal chance of being contacted. Fielding instructions required that each sampled phone number be contacted three times in an attempt to complete an interview with the designated respondent.

Table 2-1 in Appendix C reports the results of phone contacts made. The table shows that in all there were 10,094 phone calls made to 6,383 randomly drawn phone numbers. Of these 6,383 numbers drawn, 1040 (16.3%) resulted in completed interviews. As is expected when random digit sampling is used, a sizeable proportion of the phone numbers called resulted in disconnected or institutional numbers (30.5% in all). The remaining 53.2% of the phone numbers drawn were distributed as follows: 26.9% gave refusals; 13.8% resulted in no answers or busy signals on all attempts; 9.9% resulted in interviewers reaching an eligible household but being unable to reach the designated respondent. The remaining 2.6% were spread across a variety of sources of non-completion: hearing problems, foreign language, and other. Of special interest was non-completions resulting from Spanish language households. Results showed that in all 39 households were contacted which required Spanish language interviews. Interviews were actually completed in Spanish with five of these yielding a completion rate of 12.8%, not significantly lower than the overall completion rate of 16.3%.

These results are comparable to those obtained in field surveys in recent years. In this study, successful interviews were completed with 23.5% of the residential phone numbers contacted. This is close to the 22.1% obtained in a recent general population survey of 1030 in the Seattle metropolitan area (Dervin et al., 1982a) and the 25.8% in a recent general population survey of residents of Connecticut (Chen and Burger, 1984).

Demographic characteristics of sample. As indicated in the overview of the questionnaire design in an earlier section of this chapter, respondents were asked a usual set of demographic inquiries. As is standard procedure in surveys, sample results were then compared to census data based on census population data. This comparison was completed on six measures -- sex, age, race, education, yearly total family income, and county of residence. The results are presented in Table 2-2 in Appendix C.

Results showed that the sample represented sex, age, and county population sub-groups roughly in proportion to population sub-group sizes. Similarly, the sample over-represented by about 16% respondents with one or more years of college. In terms of racial distributions, the sample represented Asians, Blacks, and American Indians roughly in population proportion. It under-represented by about 9% Hispanics, however, and over-represented Anglo-Whites by a like percentage.

The pattern in findings is confirmed by examining the population deviation scores for the sample. These scores sum the percentage deviations from the population across all categories of a demographic variable. Results showed total deviations under 12.0% for county, age, and sex. In contrast the deviation score for race was 22.3%, for education 29.3% and for income 37.5%.

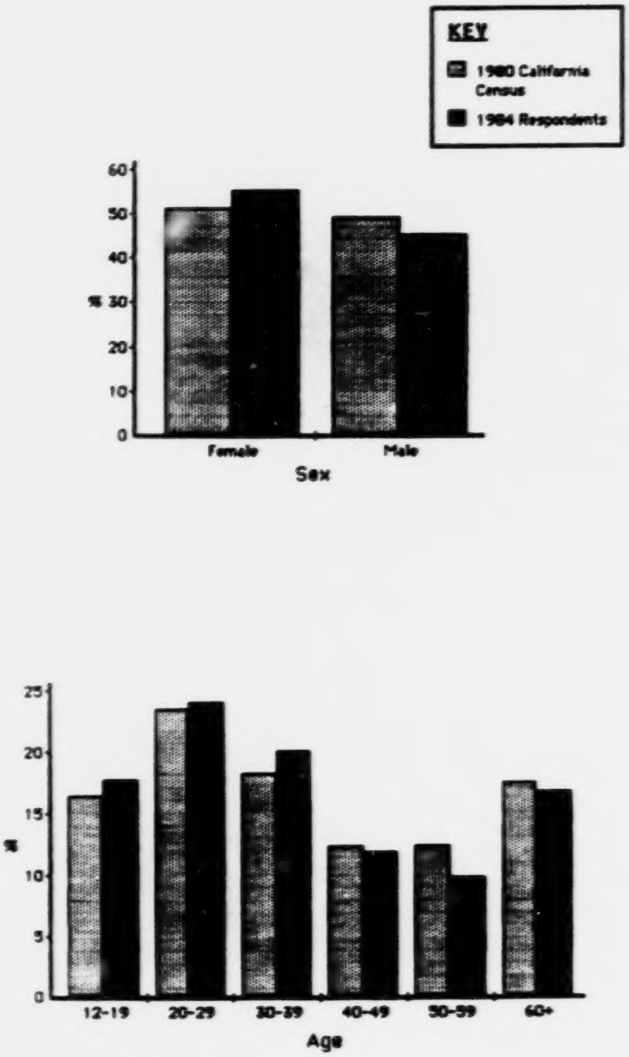
The sizes of these deviations are typical in surveys where generally it is known to be extremely difficult to obtain interviews with lower income, less educated respondents. Salmon and Nichols (1983) studied this issue explicitly and found deviation scores across three methods of respondent selection of 10-38% for age, 10-16% for sex, and 19-29% for education. They did not furnish data on income, race, and county.

While the sample and population characteristics did show some deviations, in no case did these deviations leave a sub-group with too few cases for analysis. The sample included 81 individuals with 8 years or less education; 79 with incomes under $10,000; and 101 Hispanics.

Data from Table 2-2 are graphically illustrated in Figure II-1. This figure presents bar graphs comparing the percentage of this sample with the California population for the five demographic variables.

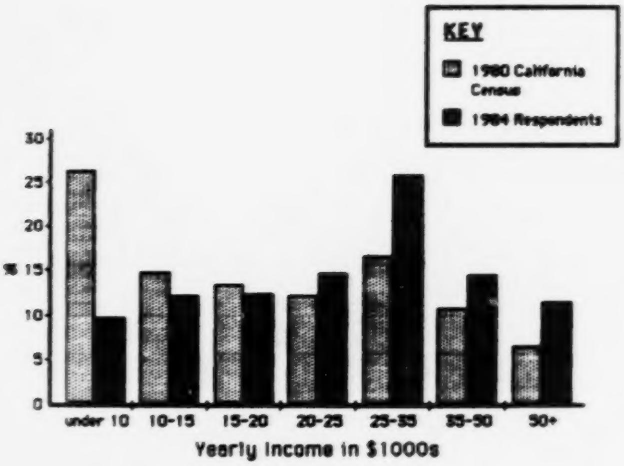
Figure II-1

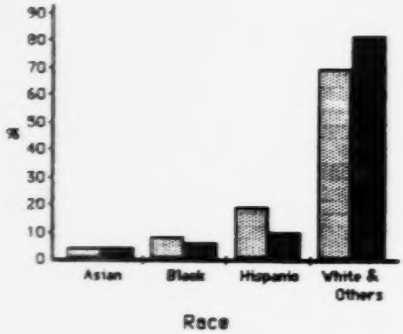
Bar graphs comparing population and sample statistics for five demographic variables -- sex, age, race, income, and education.[a]

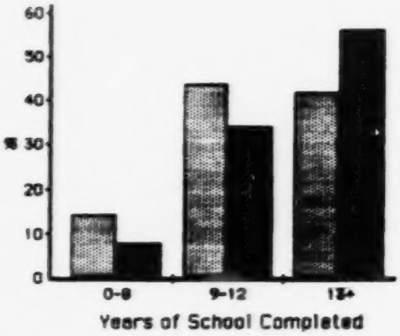


(continued)

Figure II-1 (continued)







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[a] The data from which these figures are derived are in Appendix C, Table 2-2.

Figure II-1 shows the number of respondents drawn into the sample for each of California's counties. These data are derived from Table 2-3 in Appendix C. This table lists the counties by name with sample and population n's and proportions. The table also identifies each county with a unique numeral from 01-58. This numeral provides a means of locating a particular county on the base county map shown in Figure II-2 in Appendix C.

The variables

Appendix D lists all the variables included in this report enumerating for each the way in which the data was collected and coded to yield the measure and the way in which any missing data resulting from interviewer error or respondent non-response was handled[4]. This appendix also lists the baseline respondent n for each measure since ns vary depending on which questionnaire phase is involved. In addition, the appendix reports on interjudge coding reliability measures calculated for all measures obtained from open-ended responses and content analyzed. Results showed that all reliabilities were well above the accepted standards. The appendix explains all procedures in detail.

The purpose of this section is to present an overview of the variables measured and provide a brief rationale for the particular measurements selected, pointing to relevant citations in the existing literature where appropriate. This will be done below in the same order as variables are presented in Appendix D. All these presentations are organized within the context of the questionnaire phases presented in the opening pages of this chapter.

Frequent reference is made in these presentations to two classes of prior research. The first class consists of all general population information needs studies in the line of work which started with the Warner et al. 1973 study in Baltimore. The second class consists of information needs studies, conducted as is the current study, using the Sense-Making approach. These studies are described in Chapter I so references in this chapter will be brief.

Phase 1: Identification of gap situations faced in last month. Two variables were assessed in this phase of the interview with the respondent: the nature of the gap situations faced in the past month and the number of gap situations named. The latter measure is simply a sum of the number of different gap situations the respondent said he/she faced.

The important assessment in this phase, then, was that of identifying which gap situations respondents faced. The actual measure consisted of 19 categories of gap situations including such situations as housing, neighborhood and community concerns, job-related concerns, caring for children, and so on. Respondents indexed their own life situations into these categories if they saw a situation which they defined within a category as one where they had a question, had to deal with a problem, or had to stop and think about in some way. The actual measurement procedures

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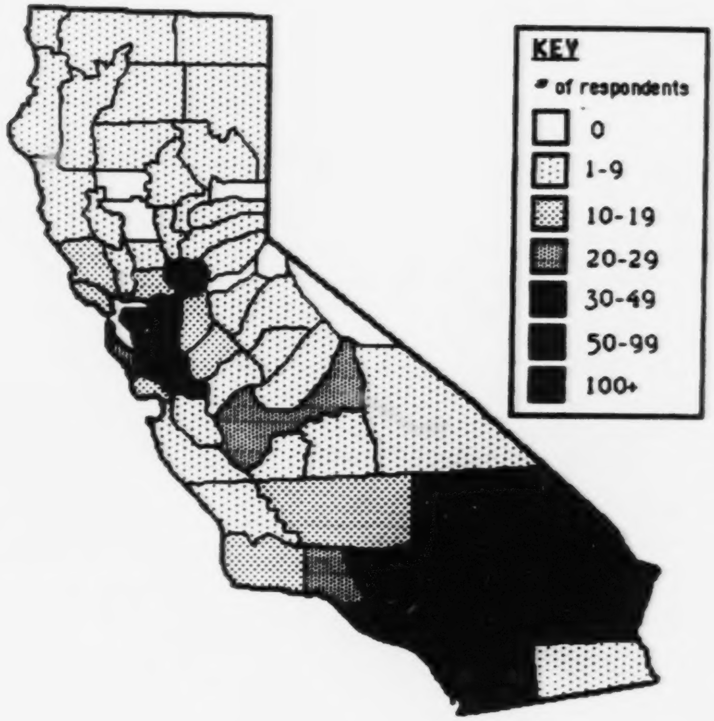
[4] This report uses almost all measures assessed in the questionnaire in Appendix A. Those not used in this report will be used in later analyses.

Figure II-2

Map showing the # of respondents sampled in each of California's counties.


KEY
# of respondents
☐ 0
▨ 1-9
▨ 10-19
▨ 20-29
■ 30-49
■ 50-99
■ 100+

were straightforward and are detailed in Appendix D under variable set 1. The set of 19 categories differs little from the same set of categories used in all the general population information needs studies done to date.

What is important conceptually about this variable set is that in this study, as in all Sense-Making studies, the gap situations are treated differently than in non-Sense-Making information needs studies. As originally developed by Warner et al. (1973) in the first information needs study of this current genre, the gap situations were labelled not as situations but as "information needs." At that time and in all non-Sense-Making studies to date, the topically-categorized gap situations were defined as the information needs or, as Chen and Burger in the most recent 1984 study of information needs of Connecticut residents call them--"information situations."

In the Sense-Making approach which guides the current study, however, the situation in which someone is stopped is seen as being different from the gaps which arises because of the stop. The reasoning is that different people in similar situations will construct different gap situations. This assumption is well supported by the Sense-Making studies done to date. Sense-Making sees the topical designations of situations as being observer-oriented and institutionally bound, defining needs within the constraints of traditionally accepted noun and object-oriented index categorizations.

In the current study, the list of situations used in past studies is incorporated as a situational context within which to assess information needs.

Phase 2: Identification of gap situation for in-depth analysis. In this data collection phase, procedures were used to select one gap situation from each respondent's set of gap situations for in-depth analysis. One measure results from this selection--nature of gap situation analyzed in depth. The measurement procedures are described in Appendix D under variable set 2 and in Table 2-4 in Appendix C.

Most of the information needs studies done to date have allowed the respondent to choose in some way which of his/her gap situations was most important. This method yields a sample of most important gap situations. However, since the number of categories of gap situations in these studies typically number around 19 (as in this study) or more, the resulting spread of cases across situation types typically has yielded n's too low for detailed analyses. This has been particularly true in topic areas which people would not typically rate as "most important" (e.g., governmental issues) but which may be of interest for policy planning.

For these reasons, this study chose to target certain situations for in-depth analysis. At the same time, it was decided that there is conceptually something fundamentally different in asking a respondent to describe in detail a situation in which he/she was involved but which was not highly important versus one which was important. For this reason, it was also decided that the usual method of sampling most important situations needed to be employed as well. This, it was reasoned, would provide an appropriate baseline comparison for looking at less important situations elicited for specialized policy purposes.

Based on this rationale, five target groups of gap situations were identified. Four of these -- governmental concerns and issues; learning something new; job-related concerns; recreation and leisure time -- were selected because they address important societal gaps. As a set of categories given special focus, they are seen as addressing societal needs for:

- * resources for life-long learning in a rapidly changing society;
- * increased access to recreation and leisure by those working fewer hours and those living healthfully past retirement;
- * information in a increasingly information-oriented workplace;
- * better communication between governmental institutions and the citizenry.

The fifth target group of gap situations was designated, as explained above, as the category of most important situations. In this category would fall gap situations in all topic areas in proportion to their existence in the population of most important situations.

The situation sampling design called theoretically for one-fifth of the respondents to fall into each of the five categories. To assure category sizes as close to this goal as possible, a set of situation selection decision trees was developed. These are listed in Table 2-4 in Appendix C.

The logic of the selection was as follows. For respondents who indicated involvement in only one situation in the past month, this situation automatically was selected for in-depth analysis. For respondents with two or more situations, the selection of the situation depended on which selection tree was incorporated by systematic random procedures into the questionnaire. For one-fifth of the respondents, the selection called for the most important situation. For the remaining four-fifths, selection called for one of the four specific situations listed above. If the respondent had more than one such situation, a selection procedure was used which rotated the order of choice. If the respondent did not have such a situation, the procedure returned to the most important situation selection process.

The results from this selection process are also shown in Table 2-4 in Appendix C. For analysis purposes, five categories of situations resulted: the four elicited specific situation categories and a category of most important situations. If a respondent designated for the most important selection tree volunteered a situation which fell into one of the four specific situation areas, this situation remained in the most important/only situation category. In addition, if a respondent was targeted for one of the four specific areas but did not have an appropriate situation, his/her most important situation situation was assigned to the most important category. In this way, the only situations which remained in the four specific situation categories were those that were deliberately elicited for this purpose. Likewise, the situations assigned to the most important category were assigned in a procedure as nearly identical to that used in prior information needs study as possible. In particular, the procedure was as close as possible to that used in the 1979 California information needs study (Palmour et al., 1979) allowing for comparison with the 1979 data.

As shown in Table 2-4 (in Appendix C) the process yielded 997 respondents of 1040 with situations selected for in-depth analysis. Of these, 76 were categorized as governmental concerns and issues; 279 as learning something new; 147 as job-related concerns; 211 as recreation and leisure time; and 284 as most important situations.

Phase 3: Questions in situations analyzed in depth. In this data collection phase, respondents were asked which of a series of 18 different questions they had in the gap situation analyzed in depth. Measurements yielded two sets of 18 variables. The first identified which questions respondents had; the second identified the importance of the questions. Measurement procedures are detailed in Appendix D under variable set 3.

The actual set of questions in the list are derived from the Sense-Making studies of information needs done to date. Across these studies some 10,000 people of all ages, education levels, and in a wide variety of situational contexts have been asked what questions they had in gap situations. Inductive content analyses over a ten year period allowed for deriving a set of generic questions. It is this set of generic questions which forms the 18 measures of questions in situations.

In line with the general theoretic model in which Sense-Making is anchored, question-asking is seen as mandated by the human need to make sense of a discontinuous and ever-changing reality. Questions are then seen as a statement by the individual of a gap seen in his/her movement through time-space. Sense-Making assumes that there are basic sense-making needs common to all human beings in their mandate to move. It is assumed, for example, that humans need an understanding of the nature of things (including self and others); the connections between things; and the options, timing, and locating of moves from place to place.

Sense-Making then categorizes specific questions into groups in terms of how they address basic sense-making needs. Several items will clarify the point:

* A question such as "How will things turn out?" is seen as dealing with a gap about the nature of things in the future.

* A question such as "Can I avoid or get away from bad consequences?" is seen as dealing with a gap relating to the means for moving from place to place.

* A question such as "What caused this?" is seen as focusing on a gap relating to the connection between one time-space and another.

* A question such as "How are things related?" is seen as focusing on a gap concerning the connections between one thing and another at a given time space.

In developing this set of 18 generic questions, an attempt was made to reduce the "universe" of questions to the smallest possible set which would still represent most of the diversity in question-asking when focused on from the theoretic perspective described above.

Phase 4: Most important question in situation analyzed in depth. In this phase of the questionnaire, respondents were asked to identify in their own words the most important question they had in the gap situation being analyzed in depth. These verbal responses were content analyzed using procedures described in Appendix D under variable set 4.

The content analysis schemes used were ones developed in prior Sense-Making studies to tap the nature of question-asking. One scheme assessed the time focus of the question -- past, present, future. The concern here was for identifying whether the question pointed to a gap in the future, (beyond the time-space moment the respondent was reconstructing), in the past (before the time-space moment at reconstruction), or present (at the time-space moment being reconstructed).

A second scheme assessed the entity focus -- self, other, institution/collectivity, object/event/processes. Assessment was made of whether the gap the question pointed to involved the respondent in his/her situation; an other in his/her situation; an institution/collectivity in its situation; or an object/event/process without connections to individuals or collectivities.

A third scheme assessed the gap focus of the question in terms of whether it focused on identifying: times and places; causes and reasons; connectings; characteristics of others; characteristics of self; characteristics of objects/events; directions and moves; or outcomes.

A final use of the open-ended most important question statements from respondents was to "match" them to the close-ended generic question list described above.

Phase 5: The micro-situation leading to most important question. In this data collection phase, respondents were asked whether the situation which led to their most important question was in the past or still going on. This variable is assessed in Sense-Making studies for descriptive and control purposes. In addition, they were asked which of a series of five different ways of being stopped in situations described the situation that led them to ask their most important question. Additional measures tapped which of the five different kinds of stops was seen as the best description and how many different stops respondents saw as applicable. The details on measurement are incorporated in Appendix D under variable set 5.

Conceptually, the important idea in this section is the notion that in similar situations people see themselves stopped in different ways. Sense-Making has developed a set of eleven different kinds of stops in situations. (Dervin, 1983a) The five used in this study were selected because they have been frequently chosen by respondents in past studies:

- DECISION: needing to choose between two or more roads that lay ahead.
- PROBLEMMATIC: bring pulled down a road not of your own choosing.
- SPIN-OUT: losing your way, there is no road ahead, it feels as if things are out of control.
- BARRIER: being on the right road but finding it blocked with something standing in the way.
- FOLLOWING: following someone down the road who can show you the way, teach you the ropes.

Sense-Making studies have called these different stops "situation movement states." An assumption of Sense-Making studies is that these "cognitive" stops are what lead a person to reach out to seek information and that different kinds of stops lead to different kinds of information needs.

Phase 6: Ease of getting answer to most important question. This data collection phase assessed the difficulty respondents had getting an answer to their most important question in absolute terms and compared to other people. Both measures were assessed in a straightforward manner using 4-point scales. The measurements are described in Appendix D as variable set 6. Both measures come from Sense-Making studies whose purpose have been to identify what kinds of questions in what kinds of situations are more or less difficult to answer.

Phase 7: Helps expected from answer to most important question. This phase of the questionnaire asked respondents which of a series of 16 helps they hoped to get from answers to their most important questions. Measurements yielded 32 measures -- 16 assessing whether respondents hoped for a given help and 16 assessing their importance ratings for each help. Measurements are described in Appendix D as variable set 7.

As with the set of 18 generic questions, the set of 16 helps tapped in this section are derived from past Sense-Making studies which have asked large numbers of individuals in a great variety of contexts how they hoped information or answers would help them. The set of 16 generic information helps were derived from this inductive work, matching it to the general Sense-Making theoretic net of individual movement through time-space.

Sense-Making assumes, for example, that people need pictures or ideas to move thus yielding helps "understand the situation better" and "understand others better." But people also need directions to move in (plan what to do or when or how to do it) and skills (got better at doing something). At times, they want to get places (accomplish something you wanted to). Sometimes, they have a hard time getting started (get motivated) or keeping going (keep going when it seemed hard to go on). Sometimes, situations are rocky (avoid a bad situation; get out of a bad situation) or tense (calm down, ease worries; take your mind off things). Sometimes, one needs to get connected (make contact with others; feel not alone) or supported (feel reassured or hopeful; feel good about yourself). At other times, the goal is sheer joy (get happiness or pleasure).

Phase 8: Strategies used to answer most important questions. This data collection phase asked respondents which of 13 different strategies they used to get answers to their questions and how much of an answer they obtained from each. The measurements were straightforward and are described in Appendix D under variable set 8.

This is a set of 13 different strategies whose use has been assessed in all general population information needs studies since the first Warner et al. study in 1973. The list includes media, authorities or professionals, family, co-workers, friends or neighbors, social service agencies, business persons, religious leaders, people in government, libraries, schools or colleges. In line with the core conceptualization of Sense-Making that information seeking and using is a constructing activity, a category added in 1976 by the first Sense-Making study (Dervin et al., 1976a) was "own thinking or experience." This category has been included in all subsequent studies.

Many of the past studies label these strategies "sources" or "information sources." Sense-Making deliberately changed the name to strategies to get away from the mechanistic, passive view of people implied in source-oriented communication models.

Phase 9: Completeness of answer to most important question. In this straightforward section, respondents were asked how much of an answer they got to their most important question, whether the answer they got helped overall, and, if they didn't get a complete answer, whether they expected one in the future. These measures, developed in Sense-Making work, attempt to identify what kinds of questions, in what kinds of situations, are more or less likely to be answered successfully.

Phase 10: Barriers to answering most important question. This section asked respondents who did not get complete answers to their questions what barriers they saw as preventing this. The resulting verbal answers were content analyzed using procedures described in Appendix D under variable set 10.

The idea of assessing barriers to getting answers to questions was initially developed in the first large-scale Sense-Making study (Dervin et al., 1976a). Since that time, over 5000 respondents have been asked about barriers to information seeking. The content analysis categories used on these responses in this study result from that line of research.

Phase 11: Library Use. The final section of the questionnaire asked respondents if they could recall their last library use. Respondents who could do so were asked to describe when that use occurred, what happened, and if and how it helped and hindered them. Measurements are described in Appendix D in variable set 11. Most of the measurements used content analysis to code verbal answers.

In one sense, some aspects of this section on library use are traditional in both information needs assessment and general library use studies. The section taps, for example, recency of library use and kind of use.

In another sense, however, the section breaks out of that pattern by addressing library use as a Sense-Making situation. It asks for a description of a given library use situation (rather than the more usual assessment of library use characteristics over time) and it asks how the user saw the contact as helping or hindering. The verbal answers to these questions were content analyzed using the same Sense-Making assumptions described above. For example, helps from library use were content analyzed into these categories: got materials, information; able to plan what to do, when, or how; reached a goal; got started, confirmed, motivated; got refuse, peace, calm; got connected to others; got happiness, pleasure.

The library use analysis obtained via these procedures is considered exploratory. It is the first known application of a Sense-Making approach to a library use situation and the first use of Sense-Making content analytic categories. Future studies will need to be built upon the results of this effort.

Phase 12: Demography. The final questionnaire section included demography assessment. Demography measurement was straightforward, using well accepted approaches. Measurements are described in Appendix D as variable set 12.

Data analysis procedures

General procedures. All data, both that pre-coded in the questionnaire and that coded via content analysis, were entered into a computer data base management system. A data-cleaning operation assured that no illegal codes remained.

Missing data were recoded to a logical or central value for all measures where the amount of missing data was small. The exception to this was the demographic measures for which all missing data cases were excluded from analysis. Appendix D presents these procedures and all other measurement procedures in detail.

Statistical analyses. A set of standard statistical procedures were selected to achieve the purposes outlined in Chapter I. For all statistical procedures, SPSS (Statistical Packages for the Social Sciences, Nie, et al., 1975; Hull and Nie, 1981) was used. Other references for statistical procedures included: Blalock, 1972; McNemar, 1962; Siegal, 1956. Unless otherwise stated all statistical tests were done using standard SPSS options. The different statistical procedures used in this report are listed below.

DESCRIPTIVE DISTRIBUTIONS.
In these data displays, the focus is on how many and what proportion of respondents fell into each category of a given variable.

CROSS-TABULATIONS.
In these data displays, the concern is for how many respondents appear in each cell created by the intersection of one category from one variable with one category from another variable.

ONE-WAY ANALYSES OF VARIANCE.

In these data displays, the concern is for whether the average scores on a given variable for different sub-sets of respondent differ significantly, i.e. beyond differences that would occur simply because of chance factors introduced via sampling and measurement. For this report, one-way analyses of variance were used in two ways. The first was to determine whether the percentage of respondents from different respondent sub-sets who gave a particular response differed significantly. The second use was to determine whether the average score obtained by different sub-sets of respondents differed significantly. Significance levels for all overall one-way analyses of variance was set at $p<.05$ or beyond. While a significant overall analysis of variance result is useful, of greater interest is whether particular pairs of means differ significantly. For this report, a statistical procedure called Duncan's Range Test was used to determine whether each pair of cell entries differed significantly. For these within table tests, a standard of significance set at $P<.05$ was used. In drawing findings from analysis of variance table for discussion, emphasis was placed on whether a given sub-group mean differed from the general sample average.

PEARSON PRODUCT MOMENT CORRELATION.

In these data displays, the relationship between two variables is assessed in terms of one number whose value ranges from -1.00 to +1.00. A -1.00 indicates a perfect negative relationship between the two variables such that as values of one rise, values of the other fall. A +1.00 indicates a perfect positive relationship between the two variables such that as values of one rise, values of the other rise in step. Correlations less than 1.00 (+ or -) show that the two measures deviate from the perfect linear relationship. Correlational analyses assume that two measures are related linearly to each other and that both are defined with an underlying quantitative dimension. When variables are actually related to each other in a curvilinear fashion, a correlational analysis can miss or underestimate the existence of a relationship. In judging Pearson correlations, the standard for significance was set at $p<.05$ using SPSS procedures. One useful aspect of the Pearson correlation is that if the obtained correlation is squared the resulting number can be interpreted as the percentage of variance in one variable accounted for by the other.

SPEARMAN RHO CORRELATION.

This is a measure of correlation between variables whose values are ranked. The measure was used in several places in this report. The standard for significance was set a $p<.01$.

The decision of which statistical procedure to use was determined by analysis purposes. In most cases, the reasons for the decision is obvious. The one exception is the choice between analyses of variance and Pearson correlations. In this report, the two statistical procedures could be used interchangeably. Correlations were used when a parsimonious means was needed for presenting bodies of data so large that resources would not allow any other approach. Analyses of variance were used when particular attention was to be paid to a set of results and when results would be graphically illustrated.

Assessing random error. Statistical tests were used in this report in order to provide a framework for selecting which findings to discuss. The statistical results have been incorporated in as non-intrusive a way as possible.

Statistical tests are both necessary and useful, however, for without them the writer is left with his/her own guesses about what size differences or what size correlations are large enough to be meaningful. Casual observation is not sufficient for these purposes, as significance depends not just on size of differences or correlations but on two other factors as well. The first of these is the amount of diversity (variance) present in the data. The second is how many units of observation the data is based on. In general, the less the diversity and the greater the number of units, the smaller a difference has to be to be statistically significant.

It is helpful to focus on what statistical tests are assessing. The concern is for the effects of research procedures on one's obtained data. Sampling, for example, takes fewer respondents than exist in the population to estimate the population. Because successive samples drawn from the same population are, indeed, different, estimates from sample to sample will vary simply because of chance factors. In addition, measurement procedures will introduce chance factors because it is known that many repetitive human operations distribute errors as if by chance.

When one is faced with a result from a study, it becomes important to know what effect these chance operations had on the result. This is true in two senses. First, one might want to know how much variation would be obtained in a descriptive result if one actually drew successive samples. The question here would become, for example, given that 50.0% of my sample said they asked this question, how much might that result vary in successive samples. A second concern one might want to address is how much an obtained relationship between two variables would vary simply because of chance factors. If, for example, one obtained a correlation of .50, the question would be whether the correlation was far enough above a correlation of .00 to say it was beyond chance.

The statistical tests employed in this report use established probability procedures for assessing these issues. Another, more intuitive, presentation of the same concepts is presented in Table 2-5 in Appendix C. This table applies only to reports of sub-group or total sample percentages. It lists for a given percentage obtained (e.g., 50%) and a given sub-group sample size (e.g., n=600), the amount of random error one would expect for successive sampling operations. Thus, for example, the amount of error expected for a sample of 600 with an obtained percentage of 50% is 5.2. This means that one can estimate that the obtained 50% would vary by chance simply because of sampling somewhere between 44.8% and 55.2%. Table 2-5 presents these calculations at a $p<.05$ which means that in only 5 samples out of 100 would a sample with a percentage outside that range be obtained if only chance factors were operating.

Table 2-5 is useful in assessing both how much a single sample result would vary by chance and how big a difference one would need to find between two sub-group results for that difference to be beyond chance -- i.e., potentially a result of real differences between the sub-groups.

CHAPTER III

GAP SITUATIONS CALIFORNIANS FACED

Chapter overview

This chapter focuses on Californians' reports of the gap situations they faced in the last month -- situations which they had to stop and think about in some way. In this study, these gap situations are seen as the situational contexts in which Californians have everyday information needs. Each person of the 1040 sampled Californians was asked which of a series of 19 different gap situations he/she had faced. These were derived from past studies on general population information needs, as described in Chapters I and II.

After each respondent had indicated which of these situations he/she had faced, a set of procedures were used for selecting which gap situation was to be analyzed in depth. In all, 997 of the 1040 respondents had a gap situation analyzed in depth. These respondents, in turn, were asked about the questions they had in their in-depth situations and they were asked to state in their own words their most important questions. The 737 respondents who articulated most important questions were then asked to describe in more detail the situations which led to their asking their most important questions.

It is important to note that respondents were allowed to form their own definitions of what situations belonged in what categories. Past Sense-Making studies have shown that while standard content analytic procedures can be used with reliability to index situations into categories, the result is only reliable in the reproducibility sense -- i.e. given a set of scientifically explicated procedures, do two coders achieve the same indexing results. Studies have found great diversity in situation indexing among actors and between actors and standardized code schemes.

A sample respondent

For illustration purposes, the responses of a single pre-test respondent will be used -- she is a Black female, aged 28 years, residing in a large city, and has 16 years of education. Below is the list of gap situations with a indication of which ones she said she faced in the last month.

governmental concerns/issues - YES
learning something new - YES
job-related concerns - YES
recreation and leisure time - YES
caring for children - NO
neighborhood/community concerns - NO
housing concerns - YES
transportation - YES
shopping or buying things - YES
managing money - YES
relationships with family/friends - YES

being in school - YES
health matters - YES
discrimination or race relations - NO
legal matters - NO
safety or crime concerns - NO
concerns about current events/news - NO
religious concerns - NO
other concerns - NO

In all, our sample respondent said she faced 12 of the 19 gap situations in the past month, above the sample average of 8.5. The selection procedures asked her to use her job-related concern for in-depth analysis. When asked to describe this situation she said:

> "I was assigned to the heart room on my job as a surgical nurse and I was overwhelmed with all the new procedures and the awful way in which the surgeons treat the nurses."

She was then asked about what questions she had in this situation and what her most important question was. These responses will be detailed in Chapter IV. She was then asked to describe how she saw herself stopped in the situation which led to her most important question. Her responses were as follows:

She did not see herself as in a
DECISION STOP, where she had to choose between two or more roads
SPIN-OUT STOP, where things were out of control and she had lost the way
FOLLOWING STOP, where she needed to follow someone down the road who already knew the ropes

She did see herself as in a
PROBLEMMATIC STOP, where she was being pulled down a road not of her own choosing
BARRIER STOP, where she knew where she wanted to go but something stood in the way

When asked to choose which of these suited her situation best, she said the problemmatic stop.

Research questions

The specific questions which this chapter seeks to answer are listed below with an indication in parentheses of what pages in this chapter are devoted to each question.

How many gap situations did Californians report they faced in the past month? (pp. III-4)

What kinds of gap situations did Californians report they faced in the past month? (pp. III-5 to III-6)

What sub-groups of Californians were more or less likely to report facing which gap situations? (pp. III-7 to III-11)

How did teenage Californians, in particular, differ from other Californians in gap situation reports? (pp. III-12 to III-13)

How did Californians see themselves as being stopped in different gap situations? (pp. III-14 to III-15)

How did the gap situations Californians said they faced in the last month in total differ from those named as most important? (pp. III-16 to III-17)

How did the naming of gap situations differ between the 1979 and 1984 Californian information needs studies? (pp. III-18 to III-19)

Data sources

The data analyzed in this chapter were elicited in Phases 1, 2, and 5 of the questionnaire as described in Chapter II and Appendix D. The actual tables supporting the findings presented in this chapter are located in Appendix E.

Finding presentations are keyed to both measurement and analysis sources so readers may track specific operations in detail. N standards for most of the findings was were (the 1040 respondents in sample) and n^3 (the 737 respondents who articulated most important questions for their situations analyzed in depth). Most of the findings use the n1 standard. For demographic variables, n´s drop below the n^1 standard of 1040 because of missing data, primarily refusals.

HOW MANY GAP SITUATIONS DID CALIFORNIANS REPORT THEY FACED IN THE PAST MONTH?

Data sources and presentation

Data for this question are drawn from Table 3-1 in Appendix E which shows the percentage of the total 1040 respondents reporting differing numbers of gap situations. The number of gap situations variable is identified as variable set 1-2 in Chapter II and Appendix D. The findings are presented in Figure III-1 as a bar graph.

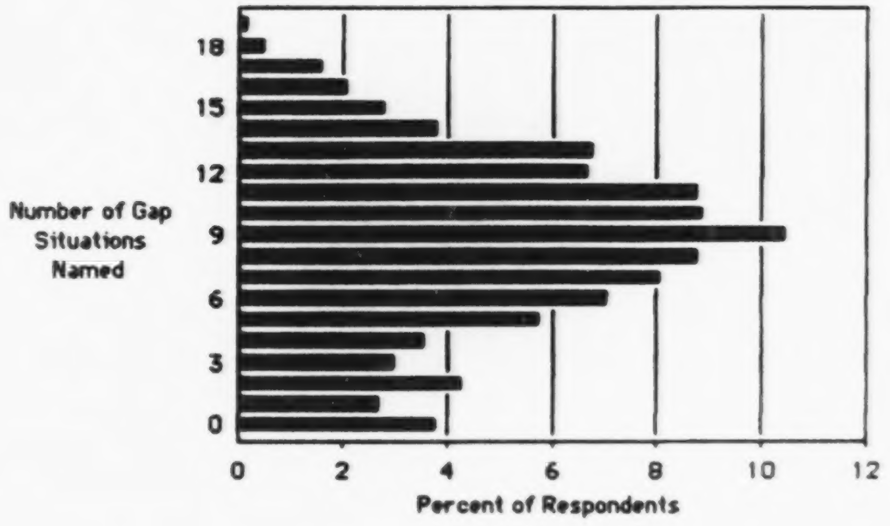
Findings

* On the average, the 1040 interviewed Californians reported facing 8.5 gap situations in the past month.

* Only 3.8% of Californians reported facing no gap situations; 4.4% reported facing 16 or more.

Figure III-1

Bar graph showing percentage of respondents naming differing numbers of gap situations in the past month.



WHAT KINDS OF GAP SITUATIONS DID CALIFORNIANS REPORT THEY FACED IN THE PAST MONTH?

Data sources and presentation
These findings are drawn from Table 3-1 in Appendix E showing the percentages of the total 1040 respondents naming each of 19 different categories of gap situations. The variables tapping nature of gap situations faced are identified as variable set 1-1 in Chapter II and Appendix D. The findings are shown in bar graph form in Figure III-2 (on the next page) in which the gap situations are presented in descending order from that most named to that least named.

Findings
* The three most frequently named kinds of gap situations were relationships with family/friends; managing money; and shopping or buying things. All three were named by 72-74% of the 1040 respondents.

* Next most frequently named, by 55-66% of the respondents, were: learning something new; recreation and leisure time; and concerns about current events/news.

* The next group of five gap situations, named by 40-49% of the respondents, included: health matters; caring for children; job-related concerns; transportation; and housing concerns.

* Four gap situations were named by 34-39% of respondents: neighborhood and community concerns; being in school; safety and crime concerns; and religious concerns.

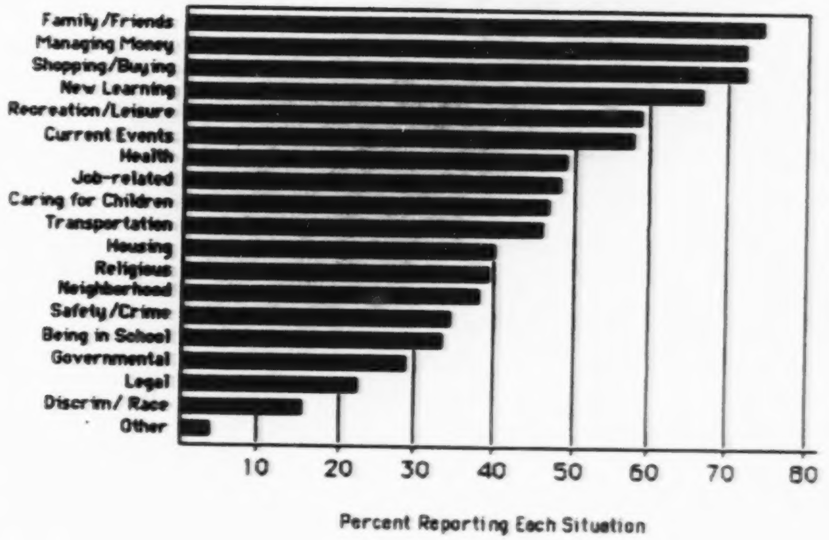
* Two gap situations were named by 22-29%; governmental concerns/issues; and, legal matters.

* Least frequently named gap situation was discrimination or race relations, named by 16%.

* Only 4.3% of the respondents named an additional situation which they saw as not fitting into one of the 19 categories named above.

Figure III-2

Bar graph showing the percentage of respondents naming each of the different classes of gap situations.



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WHICH SUB-GROUPS OF CALIFORNIANS WERE MORE OR LESS LIKELY TO REPORT FACING WHICH GAP SITUATIONS?

Data sources and presentation
Findings for this question were drawn from Tables 3-3, 3-4, and 3-5 in Appendix E which report the Pearson product moment correlations between the demographic variables and the variables tapping the nature of gap situations named. The demographic measures are identified as variable sets 12-1 to 12-8 in Appendix D and Chapter II. All 1040 respondents were assessed on the gap facing measures. However, anywhere from 7 to 227 respondents refused to answer various of the demographic measures so the n base behind the correlations drops as low as 813 in some cases (see Appendix E for details). The findings are shown graphically in Figure III-3 which starts on page III-9. In this figure, profiles are presented of the demographic sub-groups who were significantly more or less likely to name each gap situation.

Findings
* In general, four demographic measures were more likely to show differences between sub-groups in how often they named different gap situations -- education, age, Anglo-White versus other, and income.

* In general, the size of the relationships between the demographic measures and the naming of the different gap situations was modest, accounting usually for no more than 4-5% of the variability. The most variability accounted for was 16% in the finding showing that younger respondents were more likely to report being in school gap situations.

* Most of the findings can be described by one statement: when a demographic sub-group label identified a respondent as being bound by a certain life context, respondents in that sub-group were significantly more likely to name gap situations indicative of that life context. The following serve as examples:

> Respondents with more children in the household were more likely to report facing situations mandated by their life situations: caring for children, relationships with family/friends, and being in school. In contrast, they were less likely to name situations which take free-time attention: governmental concerns and issues and concerns about current events and news.
>
> Respondents from larger households were more likely to report facing the same set of situations. In addition, they were more likely to name learning something new, recreation and leisure, and shopping or buying things.
>
> Male respondents were more likely to name job-related, transportation, and crime/safety concerns. Female respondents were more likely to name health matters and caring for children.
>
> Younger respondents were more likely to name being in school situations and the whole host of situations involved in setting up households (e.g., housing, transportation, shopping or buying things, caring for children, and so on).

> Older respondents, while naming fewer situations in general and fewer of the kinds of situations involved in setting up and maintaining households, were significantly more likely to indicate they faced situations involving neighborhood and community concerns and govermental concerns and issues.

* Situation naming by respondent sub-groups also reflected societal inequities. Respondents who had higher incomes and more education were more likely to name more gap situations but less likely to name the kinds of basic survival situations which are problemmatic for those with fewer resources and options. In contrast, minorities were also more likely to name more gap situations but the kinds they named were more likely to be either survival oriented or oriented to the particular obstacles they face in society. These findings illustrate the point.

> Minority respondents were less likely to say they had to stop and think about recreation and leisure time situations in the past month. They were more likely to say they faced situations involving housing, transportation, safety or crime, and discrimination or race relations. They were also more likely to say they faced gap situations involving religious concerns.
>
> Those with higher incomes said they faced more situations generally. Specifically, they were more likely to say they faced situations available to those with income slack -- governmental concerns and issues, learning something new, recreation and leisure time, concerns about current events and news. More educated respondents showed the same pattern.

* The patterns reported above are shown even more distinctly when examined in terms of the demographic profiles of those respondents naming each class of gap situation. A few illustrations show clearly the pattern of those with more resources -- time, money, and opportunities -- having the leisure and freedom to attend to certain kinds of situations.

> Who was more likely to name recreation and leisure time concerns? Generally, those with resources to focus attention there -- those with more education and income, those who were Anglo-Whites. They also were significantly more likely to be younger and to have more people residing in their households.
>
> Who was more likely to name job-related concerns? Those who were more educated, male, higher income, and younger.
>
> Who was more likely to focus on concerns relating to current events and news? Those with fewer children in their households, those with more education and higher incomes.

* In contrast, a few additional illustrations show clearly the pattern of those without resources being more likely to report facing survival situations.

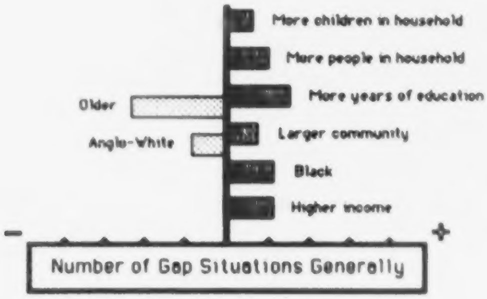
> Who was more likely to name housing concerns? In addition to those who were younger and those who were more educated, the results showed non-Anglo-Whites.
>
> Who was more likely to name transportation concerns? In addition to indicating that younger and male respondents did so, the results showed again that non-Anglo-Whites did as well.

* Finally, the results confirm the pattern that certain kinds of gap situations arise out of life stages. These findings illustrate the point.

> Who was more likely to name situations involving relationships with family and friends? Results showed that these respondents included those with bigger households and more children in their households as well as younger respondents and those with higher incomes.
>
> Who was more likely to name being in school situations? The strongest findings show those who were younger, came from larger households with more children, and had less education.

Figure III-3a

Portraits of the demographic sub-groups which were more likely to name each different gap situation.



(continued)

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Figure III-3 (continued)

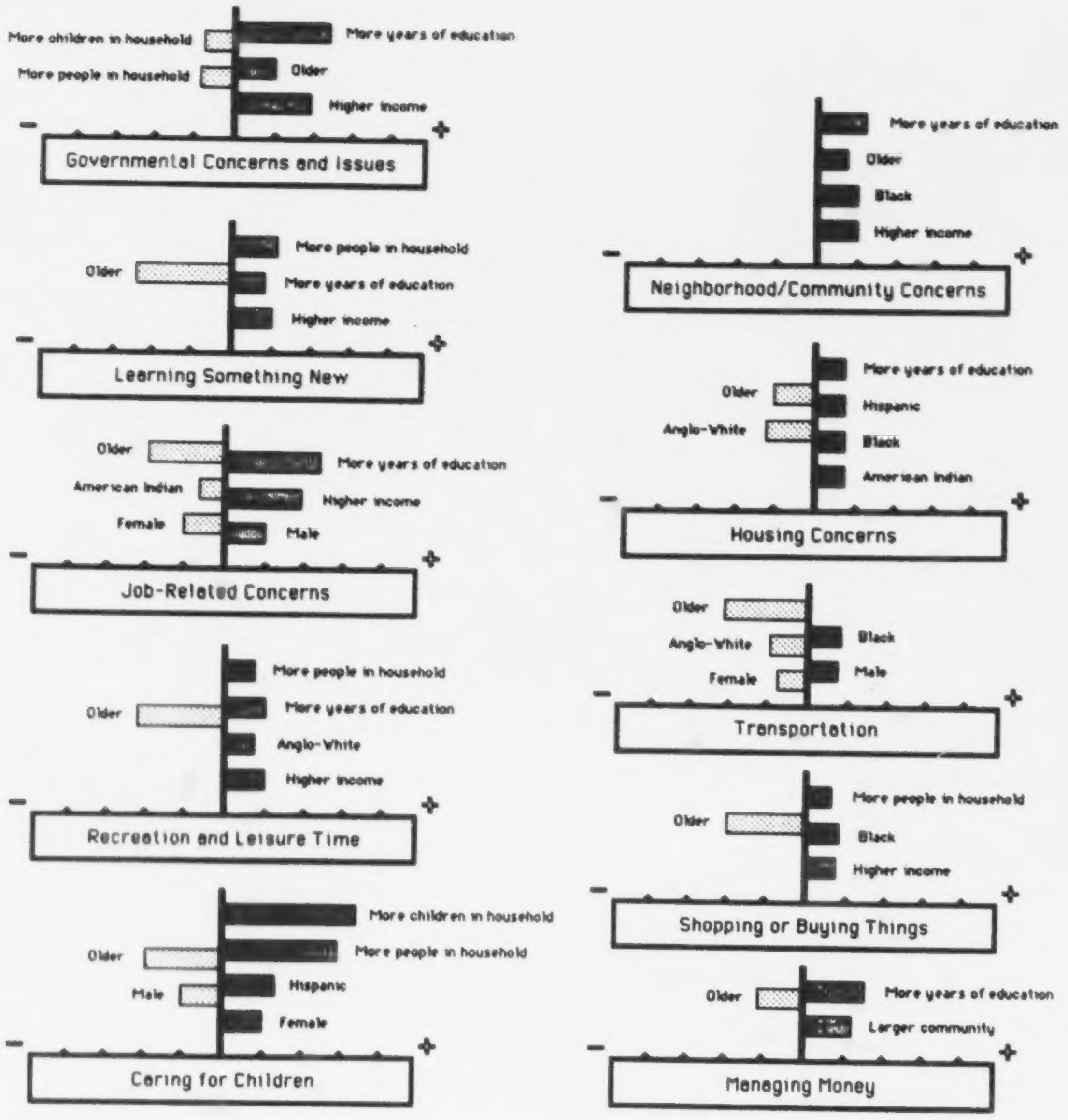

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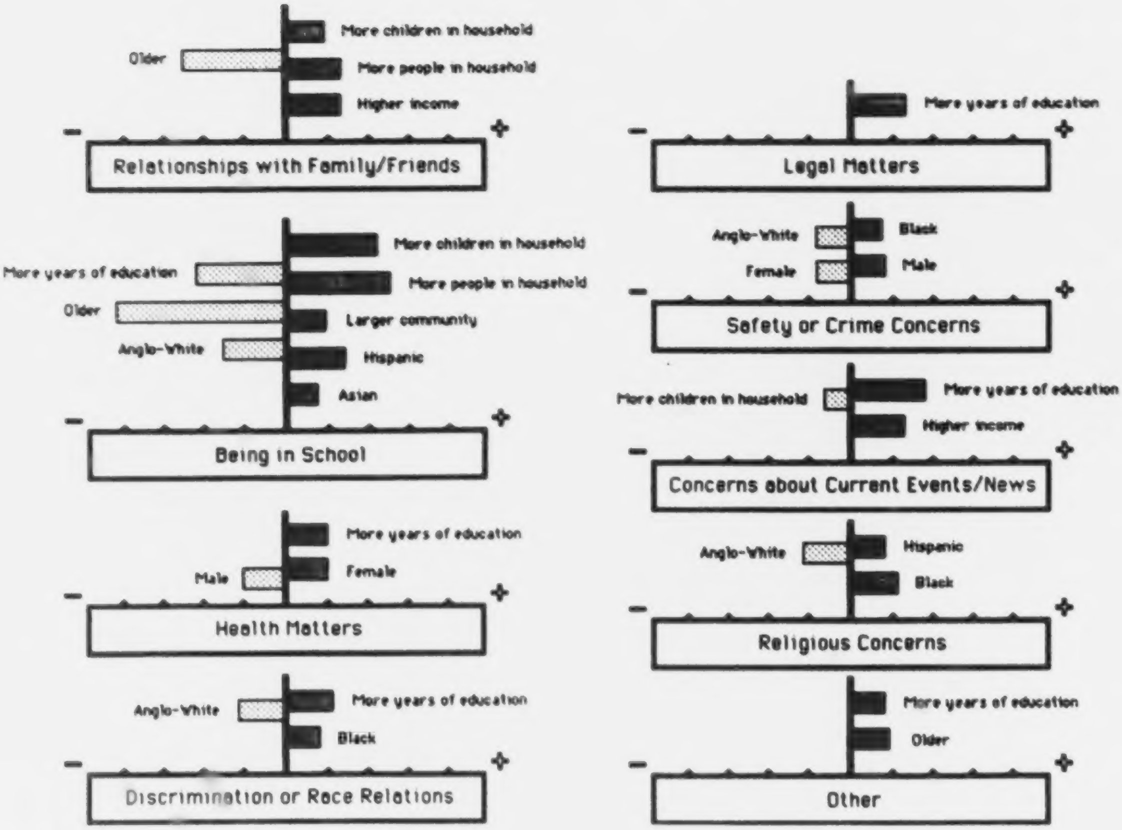
Figure III-3 (continued)



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aA portrait is presented for each of the 19 different gap situations. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10 at the second notch, .20 at the third notch, .30 at the fourth notch, .40.

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HOW DID TEENAGE CALIFORNIANS DIFFER FROM OTHER CALIFORNIANS IN THEIR GAP SITUATION REPORTS?

Data sources and presentation

These findings are drawn from Table 3-6 and 3-7 in Appendix E. The results are presented in Figure III-4 showing the kinds of gap situations teens were more or less likely to name than other Californians. The teenage years were defined in this study as aged 12 to 17. In all, 124 respondents were in this category. A total of 1022 of the 1040 respondents were measured on the age variable.

Findings

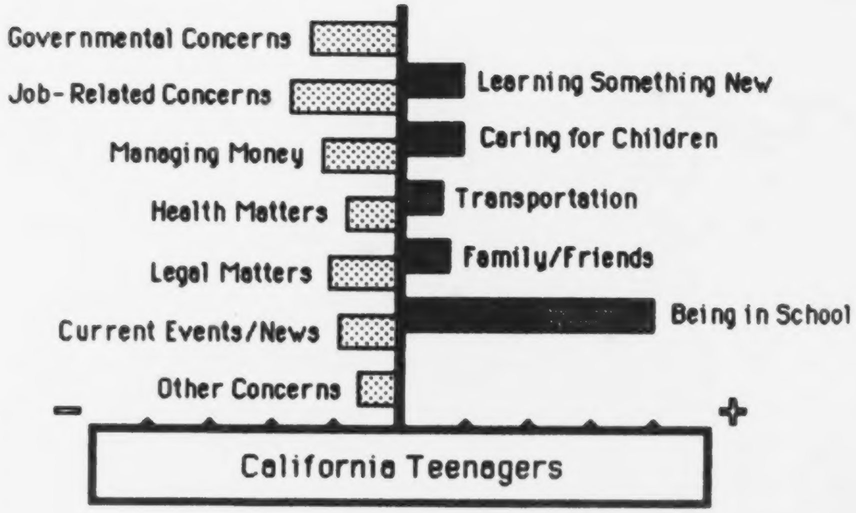
* The single situation type which teens were far more likely to name than other Californians was being in school. Results showed a .40 correlation. In total, 86% of teens named this situation compared to only 34% for the general population.

* Other situations which teens were more likely to name included learning something new, caring for children, transportation, and relationships with family/friends. These correlations ranged from .06 to .09 with from 8% to 12% more teens reporting these gap situations than the general population.

* Teens were significantly less likely to report situations involving governmental concerns/issues, job-related concerns, managing money, health matters, legal matters, concerns about current events/news, and other concerns. These correlations ranged from -.06 to -.17, with from 12% to 24% fewer teens than general population respondents naming these situations. The two biggest differences were for job-related concerns with 25% teens versus 49% general population; and, governmental concerns/issues with 11% teens versus 29% general population.

Figure III-4a

Portrait of the gap situations which teens were more or less likely to name having faced in the past month.



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[a] In this graph, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10 at the second notch, .20 at the third notch, .30 at the fourth notch, .40.

HOW DID CALIFORNIANS SEE THEMSELVES AS BEING STOPPED IN DIFFERENT GAP SITUATIONS?

Data sources and presentation
These data are concerned with how Californians saw themselves as stopped in their gap situations. The sub-set of respondents who articulated most important questions in their gap situations analyzed in depth were asked to indicate how they saw themselves stopped in that portion of their situations which led to asking their most important questions.

They were asked whether in their gap situation they had to choose between alternative roads (a decision stop); were being pulled down a road not of their own choosing (problemmatic); had lost their way and felt like things were out of control (spin-out); were on the right road but blocked because something stood in the way (barrier); or wanted to follow someone down the road who could teach them the ropes (following). Respondents could indicate that they were stopped in more than one way in a given situation.

These findings are derived from Table 3-8 in Appendix E. The measures tapping how respondents saw themselves as being stopped are identified as variable sets 5-1 and 5-2 in Chapter III and Appendix D. The significant results are presented in Figure III-5 as a series of bar graphs showing the percentages of different kinds of gap situations in which Californians reported being stopped in different ways.

The comparisons are made across the five different gap situations analyzed in depth including the four specially elicited situation categories (governmental concerns/issues, learning something new, job-related concerns, and recreation/leisure time) and the sub-sample of most important gap situations. In all, 737 respondents had in-depth situations with most important questions and were, thus, included in this analysis: 59 a governmental concerns/issues situation; 212 learning something new; 116 job-related concerns; 116 recreation/leisure time; and 230 most important situations.

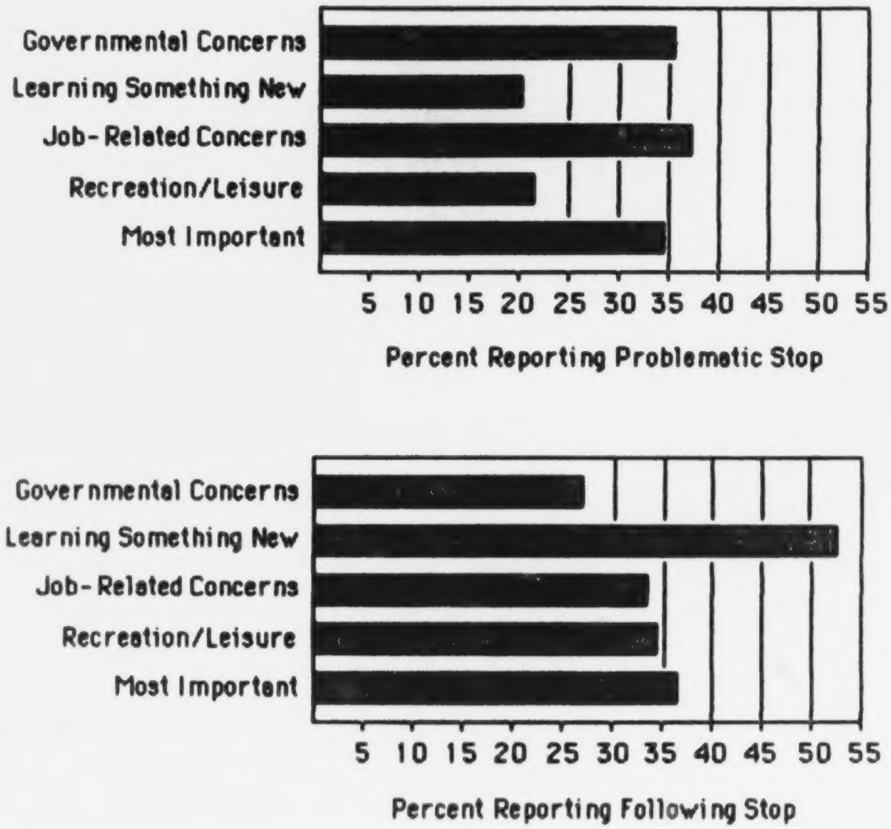
Findings
* The Sense-Making perspective would predict that gap situations would not necessarily show significant differences in reports of how actors saw themselves stopped in these situations. The reasoning here rests on the assumption that in the same or similar "real" situations, different individuals will see themselves stopped in different ways depending on their past experiences and current purposes. The exception to this is when there is an overriding societal or structural constraint which limits cognitive freedom. Results were in line with the Sense-Making expectation. There were no significant differences for three of the different kinds of stops. Thus, statistically, the five gap situations were equally likely to be reported as decision, spin-out, or barrier situations.

* A strong significant difference at $p<.001$ was found, however, in reports of the likelihood of the different situations involving the following. One situation type -- learning something new -- was logically more likely (52%) than the others (31-36%) to be reported as involving a need to follow someone down the road who can teach the ropes.

* A more complex significant difference was found in reports of situations as problemmatic. On the average, 29% of all situations were reported as problemmatic. The two situation types which are exactly those two in which actors are most constrained by the actions and power of others -- were most likely to be reported as problemmatic. In addition, most important situations were more likely to be reported as problemmatic. This result agrees with past Sense-Making studies which have shown that most important situations are more likely to be those in which external forces are seen as imposing stops on actors. In all, 34-36% of the respondents in these situations reported them as problemmatic. In contrast, only 21-22% reported learning something new and recreation and leisure time situations as problemmatic.

Figure III-5

The percentages of respondents in different gap situations reporting they saw themselves as having problemmatic and following stops.



HOW DID THE GAP SITUATIONS CALIFORNIANS SAID THEY FACED IN THE LAST MONTH IN TOTAL DIFFER FROM THOSE NAMED AS MOST IMPORTANT

Data sources and presentation

The findings are derived from Table 3-9 in Appendix E comparing the most important gap situations named by the 284 respondents selected into the most important gap situation condition to the gap situations all 1040 respondents said they faced in the past month. The procedures used to select respondents into the most important condition are described under variable set 2-1 in Appendix D and Chapter II. The measurement of the nature of gap situations faced is identified as variable set 1-1. The findings are portrayed graphically in Figure III-6 in which the changes in ranks between all gap situations and most important gap situations are plotted.

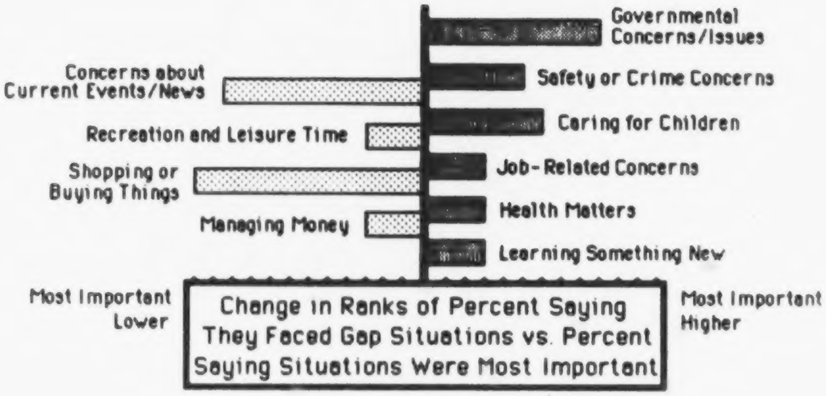
Findings

* Results show that the rank order correlation between all gap situations named and most important gap situations named was .61, significant at $p<.01$. In general, then, the situations which were named most frequently as ones faced in the past month were also those more likely to be named as most important.

* The rank changes which were large (movement of six or more places in a rank list of 19) were accounted for by only four situations. Governmental concerns and caring for children moved up nine and six places respectively; concerns about current events and news and shopping or buying things moved down 12 and 10.5 places respectively.

Figure III-6a

Portrait of the change in ranks of the frequency with which gap situations were named as faced in the past month versus the frequency with which gap situations were selected as most important.



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[a] The portrait shows the gap situations which were ranked higher in the most important situation roster than they were in the universe of all situations. It also shows those ranked lower. Only situations which changed rank positions by three or more places are presented. Bars to the right of the center post indicate those situations which were ranked higher as most important situations while bars to the left indicate those that were ranked lower. Notches indicate the number of rank positions changed starting near the center post at three and moving outward to a high of 12.

HOW DID THE NAMING OF GAP SITUATIONS DIFFER BETWEEN THE 1979 AND 1984 CALIFORNIA INFORMATION NEEDS STUDIES?

Data sources and presentation

The 1979 data were extracted from Palmour et al. 1979. The 1979 data are drawn from Table 3-10 in Appendix E. The measures tapping the number and kind of gap situations named by Californians are identified as variable sets 1-1 and 1-2 in Chapter II and Appendix D. In all, there were 1040 respondents aged 12 and over in the 1984 study; 646 aged 16 and over in the 1979 study. Both studies were random samples of the State. The findings are presented graphically in Figure III-7 showing those situations which got higher or lower ranks in 1984 than they did in 1979.

Findings

* Results show that when the differences in questionnaire administrations between the 1979 and 1984 are taken into account, the rank orders of the different gap situations in the two studies were significantly correlated at .62. Thus, in general terms, the same kinds of situations were more or less mentioned in both studies.

* The most frequently named situations in both studies included common everyday concerns -- managing money, shopping, health matters, job-related concerns. The least named in both were situations which are known to involve fewer numbers of people at any given time -- legal matters and crime and saefty concerns.

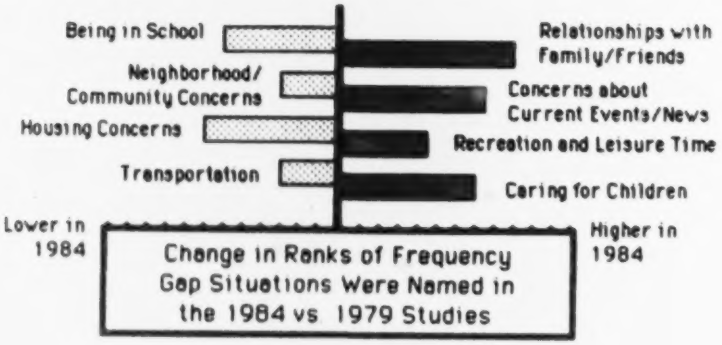
* The rank order correlation, while significant, indicates the presence of some great disparities between the two study times. Thus, some situations changed ranks 6 or more places in a roster of 19 situations. Three situations were in this category: current events/news was ranked higher (4.5 versus 12); caring for children was ranked higher (8 versus 15); and, housing concerns were ranked lower (10 versus 3). One of these differences can be readily explained. By decreasing the age limit to 12 years, this study brought into the sample pool 124 teenagers who named child care gap situations more frequently than other respondents. The remaining two differences could only be fully explained by gathering evidence about the societal/structural context differences between the 1979 and 1984 fielding times.

* Another disparity between the two studies involved the average number of gap situations named. In 1984, it was 8.5; in 1979, 6.0. This difference is seen as being primarily attributable to the differing questionnaire administrations. In the 1984 study respondents were simply asked to indicate whether they had faced a gap situation in the named category., In 1979, they were asked to describe the situation as well. In the latter case, the demands of the interviewing situation generally result in fewer situations described. Sense-Making study comparisons have shown, however, that the 1984 method does not over-inflate gap situation naming because when respondents are asked to describe a particular situation, they can do so in detail.

* A comparison of both the 1984 and 1979 studies to the other available information needs studies (as cited in Chapter I) shows markedly similar patterns. Dervin et al. (1976) did a comparison across nine studies done in five locales and found that generally the same situation types have been most or least mentioned across all studies. Further, they found that all study results have had their anomalies and close examination of events in the fielding community at the study time may explain these.

Figure III-7

Portrait of the change in ranks of the frequency with which gap situations were named in the 1979 versus the 1984 studies.



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[a] The portrait shows the gap situations which were ranked higher in the most important situation roster than they were in the universe of all situations. It also shows those ranked lower. Only situations which changed rank positions by three or more places are presented. Bars to the right of the center post indicate those situations which were ranked higher as most important situations while bars to the left indicate those that were ranked lower. Notches indicate the number of rank positions changed starting near the center post at three and moving outward to a high of nine.

[b] These three situations were excluded from the adjusted rank order correlation and from the findings discussion above because markedly different questionnaire wording may account for the rank changes.

CHAPTER IV

INFORMATION NEEDS CALIFORNIANS HAD

Chapter overview

This chapter focuses on Californians' reports of the information needs they had in gap situations. In this study, information needs are defined as the questions people have in situations -- the things they need to learn, find out, come to understand, unconfuse, or make sense of.

In this study, each sampled Californian was asked about the questions he/she had in one particular situation. For 284 randomly selected Californians, this situation was either their only gap situation faced in the past month or the situation they judged as most important. This situation type -- labelled most important in this study -- allows a direct comparison to the 1979 California information needs study. For the remaining respondents, a set of random procedures were used to elicit one of the sub-set of the following four gap situations which the respondent faced -- governmental concerns and issues, learning something new, job-related concerns, and recreation/leisure time. The number of respondents whose situation was analyzed in depth in each of these categories were respectively: 76, 279, 147, 211. In all, 997 of the 1040 respondents had situations analyzed in depth. The remaining respondents said they faced no gap situations in the past month.

Respondents were asked about their questions in two stages. In the first, they were asked how important a list of 18 generic questions (drawn from past Sense-Making studies using procedures described in Chapter II) were to them. At the end of this close-ended list, they were asked to state in their own words their most important question. In all, 997 respondents gave importance ratings to the close-ended set of 19 questions; 737 stated a most important question.

A sample respondent

This respondent (the same used for illustration purposes in Chapter II--a 28 year old black female with 16 years of education, living in a large city) was sampled into the job-related concerns situation analysis slot. She had a situation in this category which she described as follows:

> "I was assigned to the heart room on my job as a surgical nurse and I am overwhelmed with all the new procedures and the awful way in which the surgeons treat the nurses."

Below is the list of 18 generic questions with an indication of which ones she asked in her gap situation and her importance ratings for those she did ask.

How will things turn out?
ASKED - moderately important

How are things related to each other?
ASKED - moderately important

What´s going on in this situation?
ASKED - extremely important

What caused or led up to this situation?
ASKED - slightly important

What´s my role, how do I fit in?
ASKED - extremely important

What are the way things should be done, the rules, the laws?
ASKED - moderately important

How can I get motivated?
DID NOT ASK

Can I avoid or get away from bad consequences?
ASKED - extremely important

What are my options, what´s the best thing to do?
DID NOT ASK

If I do this, what will happen?
ASKED - extremely important

How, or when, or where can I do something?
ASKED - moderately important

How can I get around all the red tape in the bureaucracy?
ASKED - slightly important

What are my feelings, wants, motives, or reasons?
DID NOT ASK

Are there other ways I can think about this situation?
DID NOT ASK

Am I alone, is anyone listening or agreeing with me?
ASKED - extremely important

What information is available for this situation?
DID NOT ASK

What sources, or services, or help are available?
DID NOT ASK

What are someone else´s motives, feelings, reasons, or wants?
ASKED - extremely important

When she was asked to state in her own words her most important question in this situation she said:

> "Will I get fired if I blow up at one of those docs when he treats me like some kind of servant?"

Research questions

The specific questions which this chapter seeks to answer are listed below with an indication in parentheses of what pages are devoted to each.

What questions did Californians say they had in their gap situations? (pp. IV-4 to IV-5)

How did question importance ratings differ in different gap situations? (pp. IV-6 to IV-9)

How did question importance ratings differ when Californians saw themselves as being stopped in different ways in their gap situations? (pp. IV-10 to IV-12)

What sub-groups of Californians placed more or less importance on which questions? (pp. IV-13 to IV-16)

How did teenage Californians differ from other Californians in the importance they placed on different questions? (pp. IV-17 to IV-18)

How did the emphasis placed on different kinds of most important questions differ from the emphasis placed on all questions? (pp. IV-19 to IV-20)

How did the most important quesstions asked distribute in terms of three conceptual indexing schemes? (pp. IV-21 to IV-22)

How did question asking in gap situations differ between the 1979 and 1984 California information needs studies? (pp. IV-23 to IV-24)

Data sources

The data analyzed in this chapter were elicited in Phases 3 and 4 of the questionnaire as described in Chapter II and Appendix D. The actual tables supporting the findings presented in this chapter are located in Appendix F. In addition, a roster of all most important questions is presented in Appendix G.

All findings in this chapter are keyed to both measurement and analysis sources so readers may track specific operations in detail. N standards for these findings are n2 (the 997 of respondents with a situation analyzed in depth) and n3 (the 737 of respondents with a situation analyzed in depth for which a most important question was articulated).

WHAT QUESTIONS DID CALIFORNIANS SAY THEY HAD IN THEIR GAP SITUATIONS?

Data sources and presentation

Data for this question are drawn from Table 4-1 in Appendix F which shows the percentage of the 997 respondents who had situations analyzed in depth who said they asked each of the 18 generic questions. The 18 generic question measures are identified as variable set 3-1 in Chapter II and Appendix D. The findings are presented in Figure IV-1 below as a bar graph.

Findings

* Respondents indicated a high level of question asking. Each of the 18 generic questions was asked by at least 37% of the respondents; 15 of the 18 questions were asked by 50% or more.

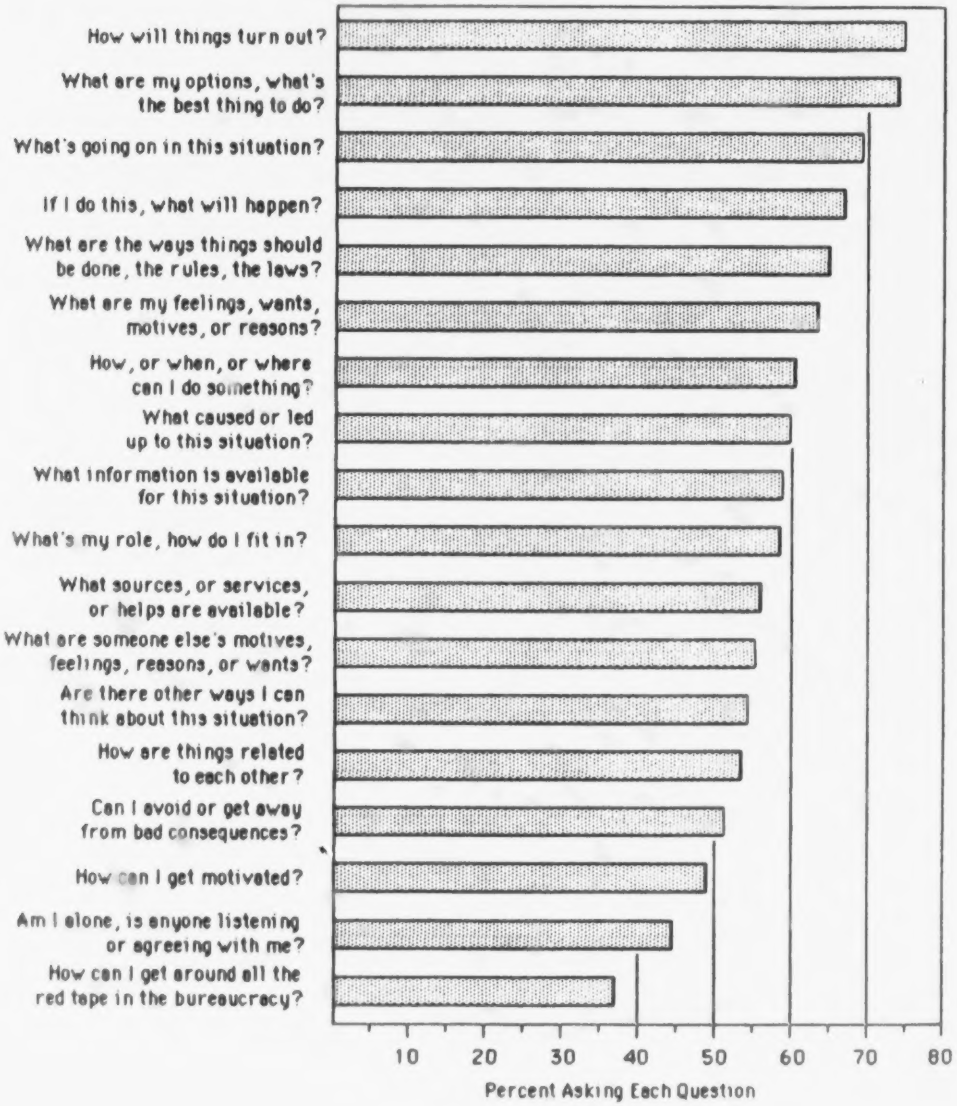
* Two questions stood out as most asked -- How will things turn out?, asked by 75%; and, What are my options, what's the best thing to do?, asked by 74%.

* In the next highest group were included six question types, asked by 60-69% of the respondents: What's going on in this situation?; If I do this, what will happen?; What are the ways things should be done, the rules, the laws?; What are my feelings, wants, motives, or reasons?; How, or when, or where can I do something?; What caused or led up to this situation?

* All other questions were cited by 46-59% of the respondents except for one question -- How can I get around all the red tape in the bureaucracy? -- which was asked by 37%.

Figure IV-1

Bar graph showing percentage of respondents saying they asked different generic questions in their gap situations.



HOW DID QUESTION IMPORTANCE RATINGS DIFFER IN DIFFERENT GAP SITUATIONS?

Data sources and presentation

These findings are drawn from Table 4-1 and 4-2 in Apppendix F showing the correlations of the importance ratings given to different questions by respondents to the types of gap situations the questions were asked in. The gap situations are the five types identified for in-depth analysis according to procedures described under variable set 2-1 in Chapter II and Appendix D. For the correlations, each type was represented in a dummy variable coded 1 = gap situation was of this type and 0 = gap situation was not of this type. Measurements for the question importance ratings are identified as variable set 3-2. N standard for all correlations is the 997 respondents who had gap situations analyzed in depth. The findings are shown graphically in Figure IV-2 which starts on page IV-8. In this figure, profiles are presented of the questions which got significantly higher and lower importance ratings in each of the five different situation types.

Findings

* Results showed that one of the situation types had a question importance profile that differed markedly from the overall portrait across all situations. This was recreation/leisure time which showed significantly lower importance ratings for 16 of the 18 question types. The correlations ranged from -.07 to -.20. The only two questions for which they did not differ significantly from other respondents were: How can I get motivated? and, Can I avoid or get away from bad consequences? Results showed that while they placed less importance on virtually all questions, respondents placed the least importance on gaps focused on understanding their situations past, present, and future, and learning about sources of help or information.

* Two of the situation types showed significant correlations to 8 of the 26 measures -- governmental issues/concerns and learning something new. Each had its own distinctive question emphasis profile.

* The question most likely to be emphasized more by respondents in governmental situations than by respondents in other situations was: How to get around all the red tape in the bureaucracy? They also placed more emphasis on understanding the present and future nature of their situations and identifying sources of information or help. They were also more concerned with determining whether anyone agreed with them or was listening. In contrast, they placed less emphasis on determining how to get motivated or whether they could avoid bad consequences. In general, then, respondents in governmental situations were more likely than other respondents to be focused on understanding and dealing with structures and feeling connected to others in the process.

* The second situation type showing significant correlations on half the questions was learning something new. All correlations were positive. These respondents, like respondents in governmental situations, placed more emphasis on bridging gaps relating to understanding their situations present and future. They also placed more emphasis on identifying sources of information and help. At this point, however, their portrait departed. They specifically placed more emphasis, for example, on bridging gaps relating to how things relate to each other in their situations, the

consequences of possible actions, and the ways things should be done. In short, they were more likely, the most likely in fact, to be in a high information seeking state. Results showed, in addition, significantly greater emphasis in learning something new situations on bridging gaps relating to how to get oneself motivated.

* The remaining two situation types -- job-related concerns and most important situations had three and four significant correlations each. In general, then, they were, as likely to place importance on almost all the questions as the average respondent across all situations. For job-related concerns, significantly more importance was placed on gaps pertaining to the future -- How will things turn out? What are my options? If I do this, what will happen? For most important situations more emphasis was placed on self (What's my role, how do I fit in?), being connected to others (Am I alone, is anyone listening or agreeing with me?), and identifying causes (What caused or led up to this situation?). Results showed these respondents, along with those in governmental situations, placed more importance on questions identifying how to deal with bureaucracies.

Figure IV-2a

Portraits of the questions which got higher or lower importance ratings in different gap situations.

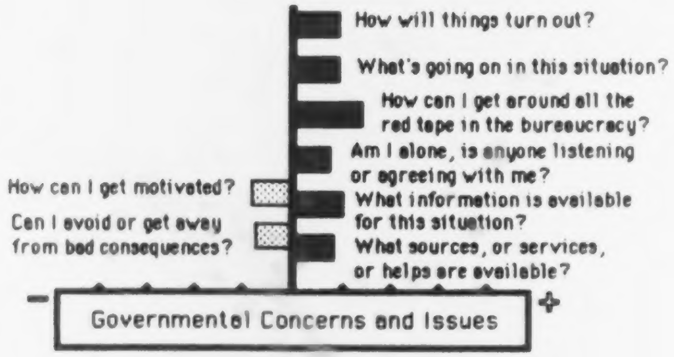


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Figure IV-2 (continued)

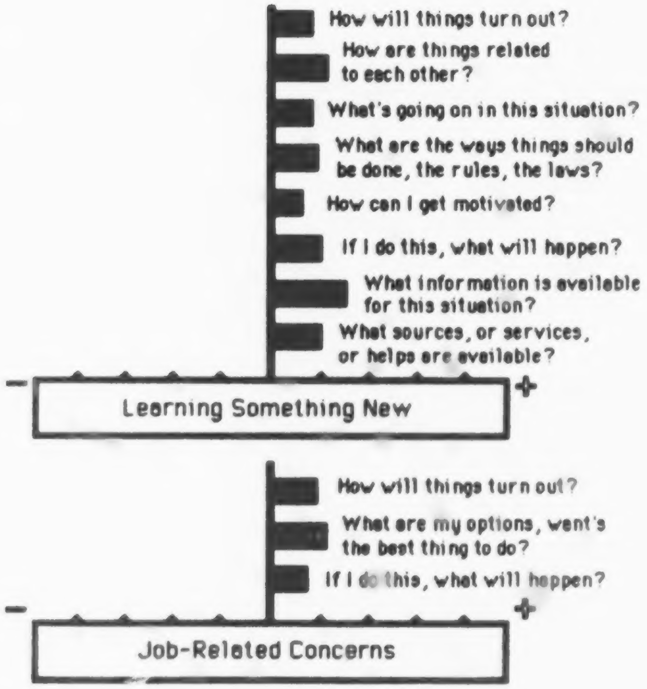

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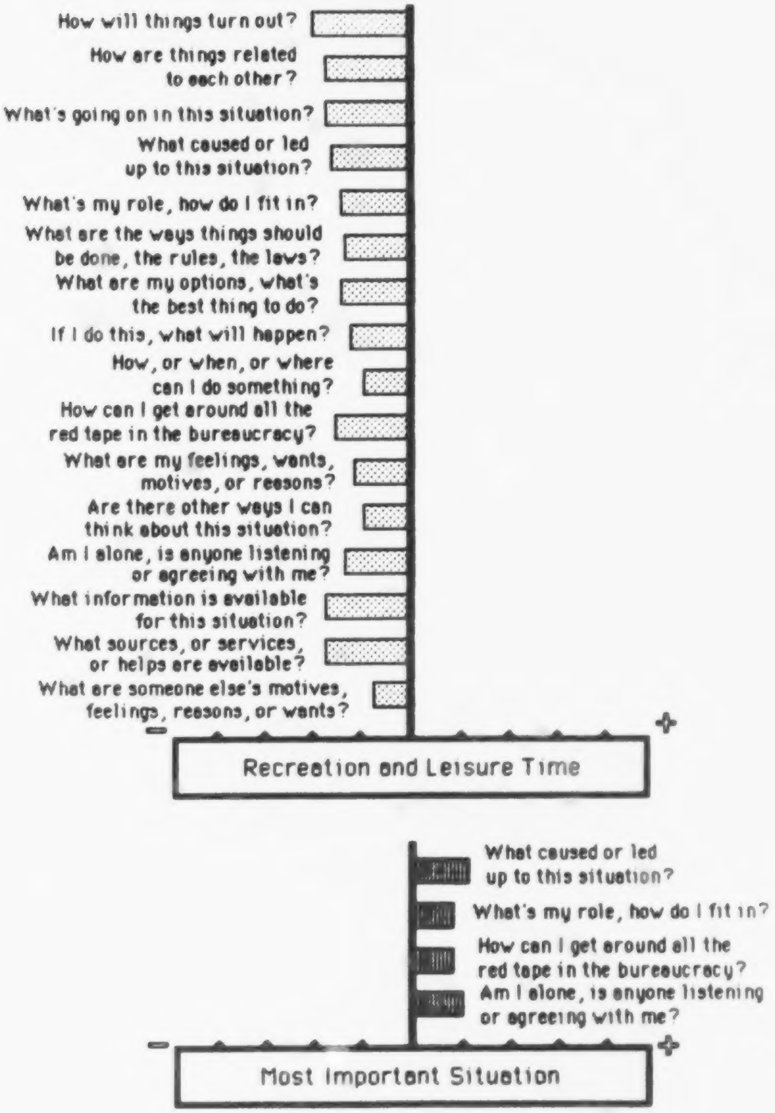
Figure IV-2 (continued)



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aA portrait is presented for each of the five different gap situation types. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID QUESTION IMPORTANCE RATINGS DIFFER WHEN CALIFORNIANS SAW THEMSELVES BEING STOPPED IN DIFFERENT WAYS IN THEIR GAP SITUATIONS?

Data sources and presentation

Findings for this question were drawn from Tables 4-3 and 4-4 in Appendix F showing the correlations of the importance ratings given to different questions by respondents to the ways in which respondents saw themselves stopped in their gap situations. The stops include the six types identified according to procedures described under variable set 5-3 in Chapter II and Appendix D. For the correlations, each stop was represented in a dummy variable coded 1 = gap situation was of this type and 0 = gap situation was not of this type. Measurements for the question importance ratings are identified as variable set 3-2. The n standard for all correlations is 737, the number of respondents with most important questions in their gap situations. The findings are shown graphically in Figure IV-3 which starts on the next page. In this figure, profiles are presented of the questions which got significantly higher and lower importance ratings in each of the different stop conditions.

Findings

* Two of the six stop conditions showed no significant differences. They were two included: decision (in which the individual saw the need to choose between two or more roads); and, spin-out (in which the individual felt things were out of control). The portrait for respondents in these two stops, then, was an average portrait.

* The stop condition which showed the most deviation was actually the one chosen by respondents when they felt that none of the other categories best described how they were stopped in their situations. The overriding finding is that these respondents placed less importance on all but three questions. The three exceptions dealt with identifying how to get motivated and sources of information and help. All other significant correlations for all other stop conditions were positive. What most marked the none state, then, was less of everything.

* The stop which showed the most deviation from the average portrait was barrier (in which the individual knew he/she was on the right road but something stood in the way). Eight different questions were more likely to get higher importance ratings in situations best described with this stop. These respondents placed more emphasis than the average on determining the nature of their present and future situations and what they could and wanted to do about them and how they could proceed. They also placed more emphasis on getting social support and on identifying their own and others' motives. The overall portrait is one of actors facing obstacles and placing more emphasis on bridging gaps that would allow them to surmount them.

* Respondents who saw their gaps as best described by the problemmatic description (being pulled down a road not of their own choosing) showed only three significant correlations. These indicated that these respondents placed more emphasis on both what caused their situations and what would become of them. They also focused more on whether they could avoid or get away from bad consequences.

* Finally, respondents in following situations were the only ones in the different stops who placed more emphasis on identifying sources of information or help. They were also the only ones placing more emphasis on determining their own roles and the ways things should be done. They also placed more emphasis on gaps relating to the motives of others.

Figure VI-3a

Portraits of the questions which got higher or lower importance ratings by respondents who saw themselves as stopped in different ways in their gap situations.

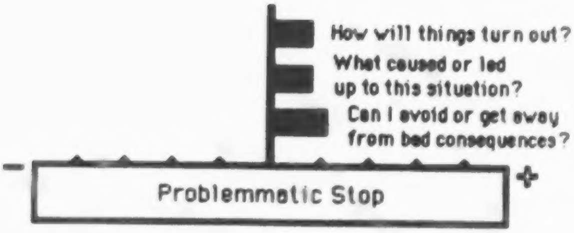

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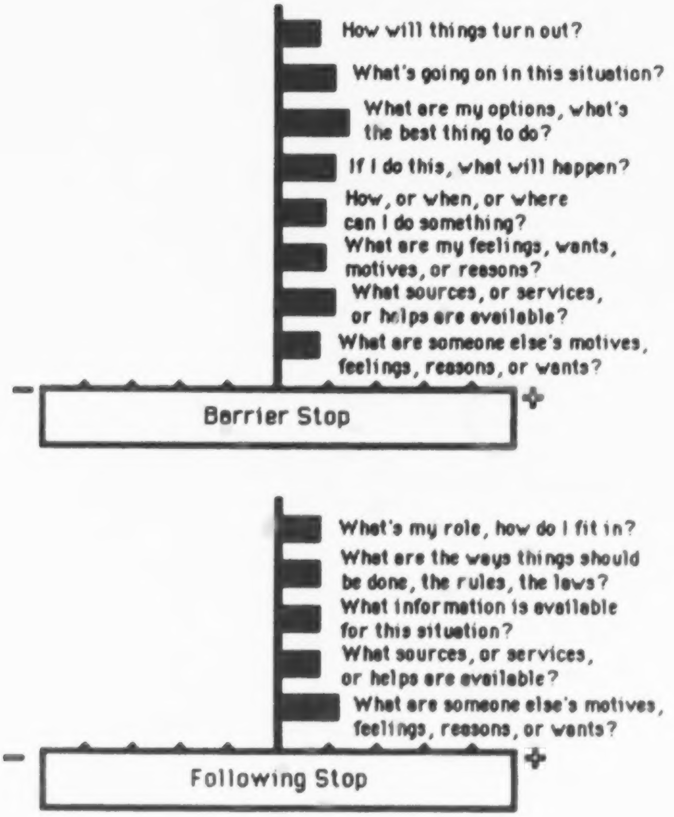
Figure VI-3 (continued)



aA portrait is presented for each of the four significant stop conditions. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

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WHICH SUB-GROUPS OF CALIFORNIANS PLACED MORE OR LESS IMPORTANCE ON WHICH QUESTIONS?

Data sources and presentation

Findings for this question were drawn from Tables 4-5 and 4-6 in Appendix F which report the correlations between demographic variables and the 18 question importance rating measures. The demographic variables are identified as variable sets 12-1 to 12-8 in Appendix D and Chapter II. The question importance measures are identified as variable set 3-2. The n's for the demographic measures ranged from 785 (on the income measure) to 997 for most of the measures. The n standard was n2, the 997 respondents with a gap situation analyzed in depth. Ns lower than this resulted from missing data. The findings are shown graphically below in Figure IV-4 which starts on page IV-14. In this figure, profiles are presented of the questions on which different demographic sub-groups placed significantly more or less importance than average.

Findings

* There were a total of 39 significant correlations out of the 468 possible. In general, the results showed that the demographic measures, even when significant predictors of question importance ratings, were weak predictors. Most correlations ranged in the .06 to .10 level. Only five of the 39 were over .10, each of these being .11 or .12. At the most, then, a single demographic measure accounted for no more than 1.4% of the variability in question importance ratings given the linear correlational model.

* The kinds of questions which different demographic sub-groups placed more or less emphasis on can be organized for presentation in terms of the same two generalizations used in Chapter III to describe demographic group reports of different gap situations. While the results are statistically less frequent and less robust, two explanatory patterns emerge. One shows that question importance ratings reflect life contexts; the second shows that they reflect social constraints and inequities. The findings which pertain to one or both of these patterns are:

> First, more educated respondents and to some extent higher income and male respondents were more likely to place more importance on questions indicating they were actively gap bridging in a wide variety of external situations. They were more concerned with how things related to each other, how they fit in, what the rules and laws were, and what options were available. They placed more importance on dealing with the bureaucracy and finding sources of help and information. They placed more importance on learning about others' motives, feelings, reasons, and wants.
>
> In contrast, less educated respondents were more likely to place importance on getting motivated and avoiding bad consequences. Minority respondents also placed more emphasis on getting motivated and determining their own feelings and wants. At the same time, they placed less emphasis on learning rules and laws.
>
> Respondents from larger households were more likely to place importance on gaps dealing with the consequences of their own

actions (If I do this, what will happen?). They also were more likely to place importance on determining what's going on in their gap situations and how they could get motivated.

Figure IV-4a

Portraits of the questions which received higher or lower than average important ratings by different demographic sub-groups.

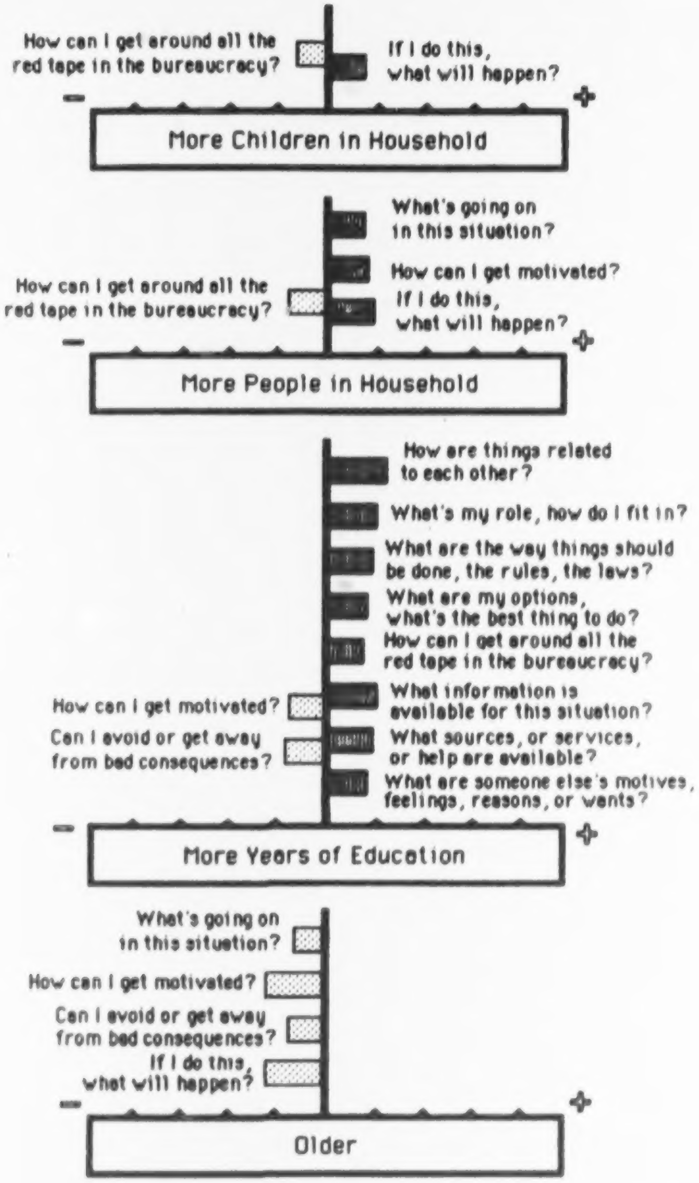

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Figure IV-4 (continued)

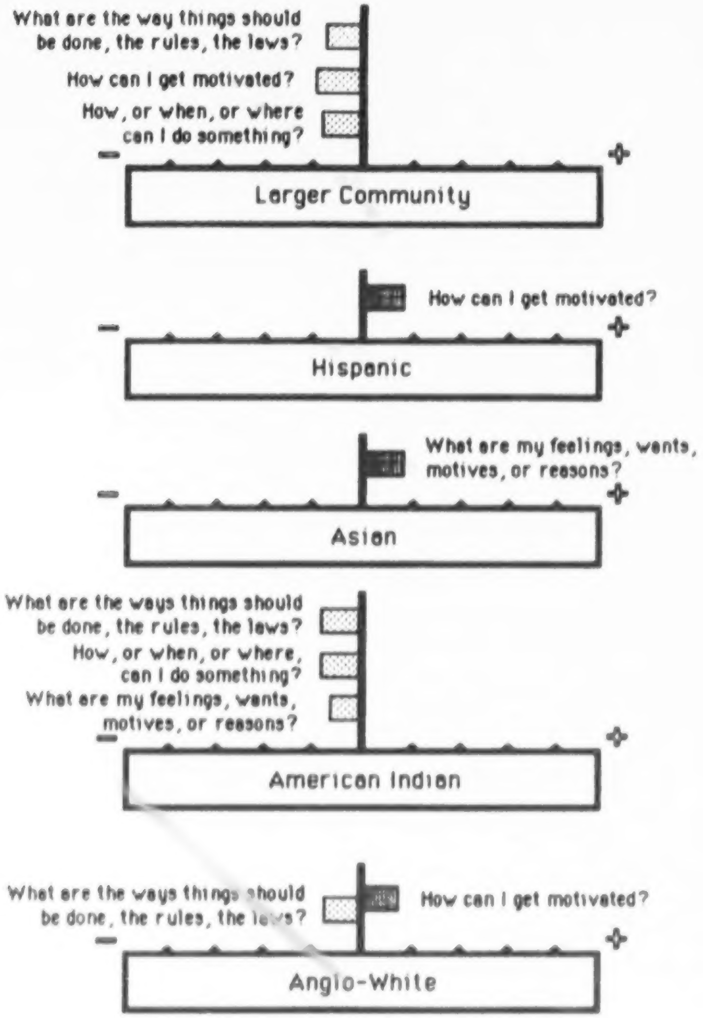

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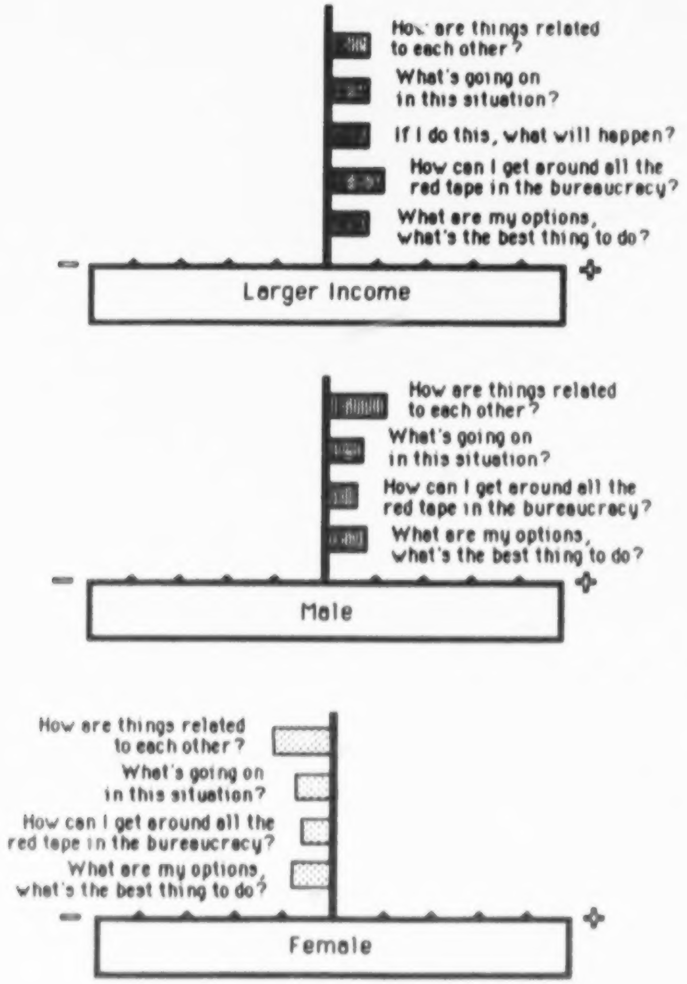
Figure IV-4 (continued)



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aA portrait is presented for each of the 19 different gap situations. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID TEENAGE CALIFORNIANS DIFFER FROM OTHER CALIFORNIANS IN THE IMPORTANCE THEY PLACED ON DIFFERENT QUESTIONS?

Data sources and presentation

These findings are drawn from Table 4-7 and 4-8 in Appendix F. The results of age variables are identified as variable set 12-4 in Chapter II and Appendix D. The question importance measures are variable set 3-2. There were 119 teens, aged 12-17, out of the 997 respondents who had gap situations analyzed in depth and, thus, gave importance ratings on questions. The results are presented graphically in Figure IV-5 showing which questions teens placed more or less emphasis on than the average.

Findings

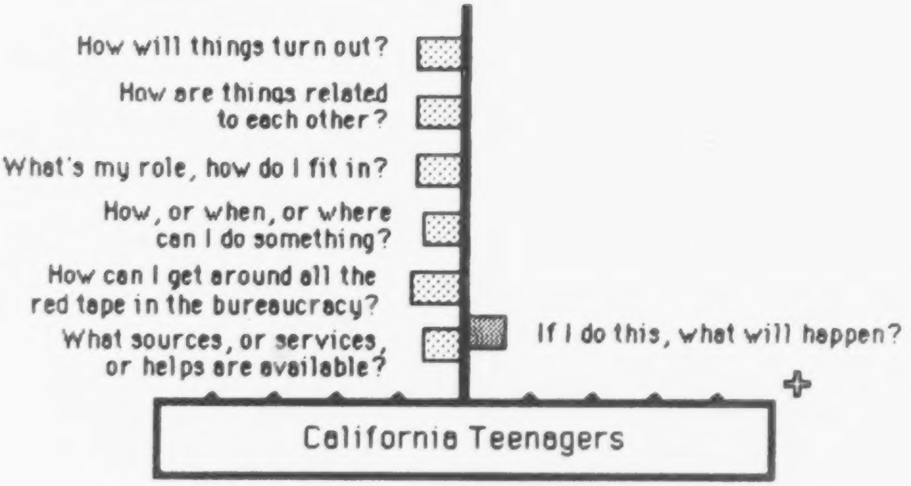
* Of 18 generic questions, teens were significantly more or less likely to place importance on seven. The significant correlations were all modest, however, ranging from .06 to .08. In general, then, teens were not very different from other Californians in their emphases on questions.

* Most of the findings indicated teens were less likely to place importance on a range of questions relating to how things will turn out and how they relate to each other, to how things should or could be done and when and where, to what sources or help are available. The pattern fits in with that described for the last research question -- by some combination of more limited life circumstances and less available power, the teens indicated that they placed less importance on defining the nature of situations and moving in them.

* For only one question, did teens place greater importance than the average -- If I do this, what will happen? Two explanations for this emphasis both focus on the circumstances of most teenagers' lives. One circumstance is a relatively smaller knowledge and experiential base from which to move when asking questions about the consequences of personal actions pertinent. The second is the societal constraint of having relatively little power and needing to calculate the consequences of actions when others have control.

Figure IV-5

Portrait of the questions which teens gave higher or lower importance ratings to when compared with other Californians.



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aIn a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID THE EMPHASIS PLACED ON DIFFERENT KINDS OF MOST IMPORTANT QUESTIONS DIFFER FROM THE EMPHASIS PLACED ON ALL QUESTIONS?

Data sources and presentation

These data are concerned with the frequency with which Californians named particular questions as ones they asked in their gap situations. The comparison involves looking at the frequency with which different questions were reported as being asked in gap situations to the frequency with which different questions were chosen as the most important questions. The findings are derived from Table 4-9 in Appendix F. In Chapter II and Appendix D, the question measures involved are identified as variable set 3-1 (questions asked in gap situations analyzed in depth) and variable set 4-1 (questions named most important). The latter measures resulted from the use of content analytic procedures in which the respondent's own verbal statement was categorized into one of the 18 generic questions types. In all, 997 respondents indicated what questions they asked in their gap situations analyzed in depth; 737 provided a most important question statement. Findings are presented graphically in Figure IV-6 in which a portrait is presented of those question types which received a higher or lower emphasis as most important questions than as part of the universe of all questions.

Findings

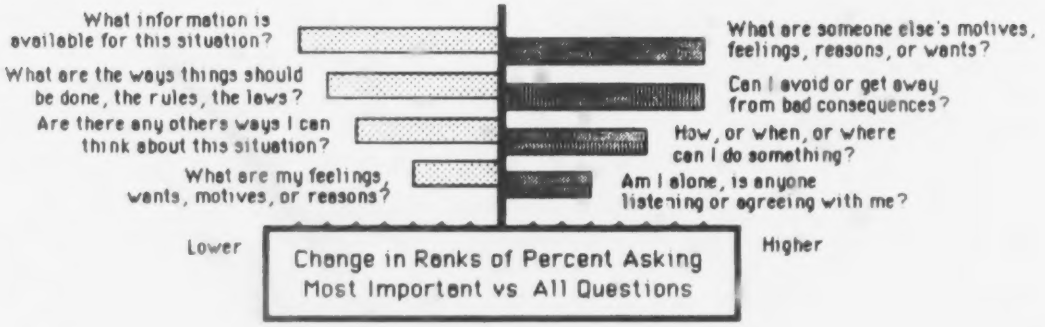
* In general, the rank orderings of all questions and most important questions were quite similar. The rank order correlation was .72, significant at $p < .001$. Since, however, the rank orderings were not identical, there were some marked changes in ranks for some questions.

* Results show that eight of the 18 questions changed places in the rank ordering from 1 (most named) to 18 (least named) by three or more ranks. In general, the pattern of the findings suggest that the most important questions were oriented more to connecting with others and moving and less on information getting and thinking, per se. This result is supported by these findings.

> The questions whose relative emphasis went up three or more ranks in the most important question roster involved bridging gaps relating to someone else's motives, feelings, reasons, and wants; assessing whether anyone agrees or is listening; determining when or how or where to do things; and determining how to avoid bad consequences.
>
> In contrast, the question types which went down in emphasis were those focusing on getting information or learning the rules and laws and those involved in bridging gaps relating to ways of thinking about the situation and one's own motives, wants, feelings, and reasons.

Figure IV-6a

Portrait of the change in ranks indicating emphasis on question types in the universe of all questions asked in gap situations compared to the set of most important questions.



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[a] The portrait shows the questions which were ranked higher in the most important question roster than they did in the universe of all questions. It also shows those that were ranked lower. Only questions which changed rank positions by three or more places are presented. Bars to the right of the center post indicate those questions which were ranked higher as most important questions while bars to the left indicate those that got lower ranks. Notices indicate the number of rank positions changed starting near the center post at three and moving outward to a high of seven.

HOW DID THE MOST IMPORTANT QUESTIONS ASKED DISTRIBUTE IN TERMS OF THREE CONCEPTUAL INDEXING SCHEMES?

Data sources and presentation

The findings for this question focus on the use of three indexing schemes, based on the conceptual net of Sense-Making, to categorize the 737 most important question statements presented by respondents. These findings are drawn from Table 4-10 in Appendix F. The content analysis schemes are identified as variable sets 4-2, 4-3, and 4-4 in Appendix D and Chapter II. The schemes each tapped a different aspect of gap-bridging posited by the Sense-Making approach. The aspects involve a time focus, entity focus, and gap focus as follows:

> TIME FOCUS: Each question was coded in terms of whether it pertained to a gap relating to the past, present, or future.
>
> ENTITY FOCUS: Each question was coded in terms of whether it pertained to a gap involving one's own circumstances or whether the gap was separate from self and involved circumstances of others; the nature of institututions; or the nature of objects, events, or processes.
>
> GAP FOCUS: Each question was coded in terms of the nature of the movement gap it implied -- whether the gap involved identifying times or places, causes or reasons, the nature of connections to others, the characteristics of others, the characteristics of self, the characteristics of objects and events, the identification of directions and moves to make, and the outcomes of possibiliites.

Results of the application of these schemes are presented in Tables 4-10 and 4-11 in Appendix F. Table 4-10 shows what percentage of the most important questions were in each category of these three conceptual indexing schemes. These findings are presented graphically in Figure IV-7 as three pie charts. Table 4-11 shows the number of most important questions which fell into each of the 96 cells created by intersecting all the categories of the three conceptual indexing schemes. In addition, Appendix G presents a verbatim roster of all most important questions in the respondents' own words organized by gap situation types and by gap focus categories. In this appendix, one can read, for example, a list of the questions asked in governmental situations that focused on bridging gaps relating to times and places.

Findings

* Results show that quite a bit of diversity existed in the most important questions. No one category in the three schemes accounted for more than 66% of the questions and most accounted for no more than 30%. In addition, no one category accounted for fewer than 5% of the respondents.

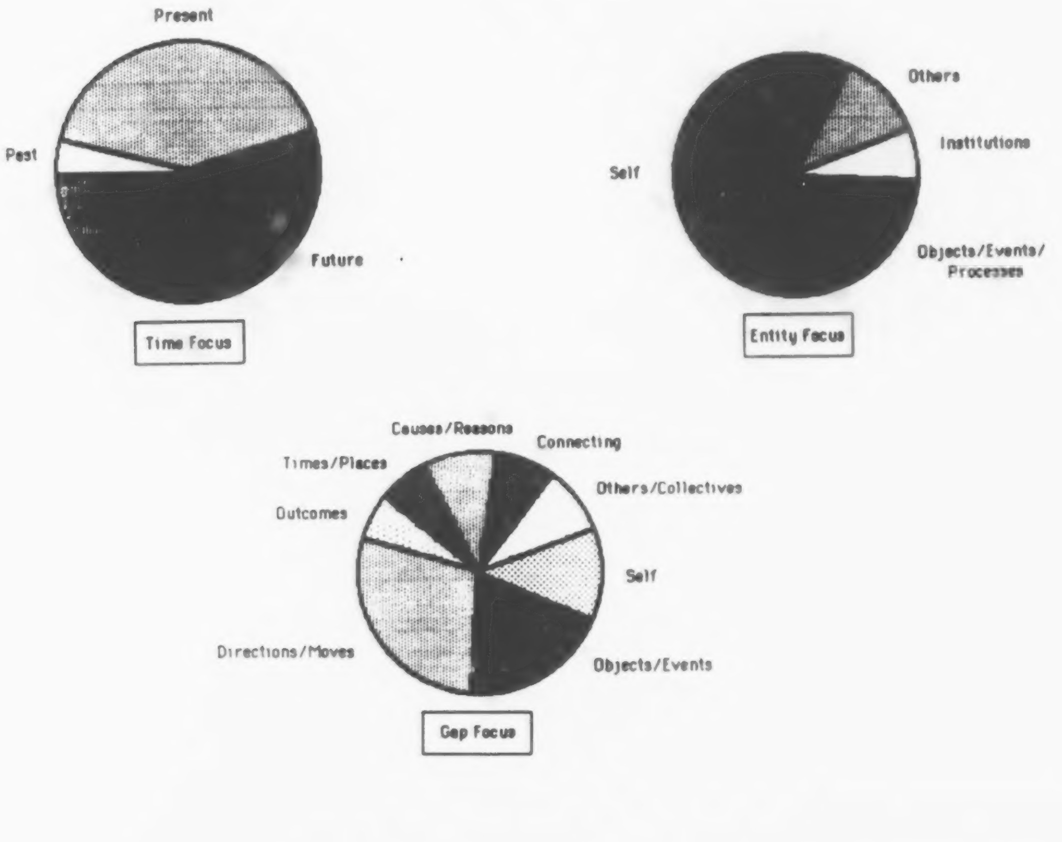
* A clear pattern emerged in the diversity, however. Most important questions more frequently focused on the present and future, dealt with the circumstances of self, and pertained to identifying objects and events and directions and moves. Appropriately, a portrait emerges of actors moving through time and space facing gaps involving the need for understanding

and making moves in situations in the here and now and expected in the future. These findings support this conclusion:

> Only 5% of questions focused on the past; 41% on the present; 54% on the future.
>
> In all, 66% of questions focused on self circumstances; 11% on others; 7% on collectivities and institutions; and 16% on objects, events, and processes independent of self movement.
>
> The three most named categories in the gap focus scheme were the need to understand aspects of self (12%); the need to understand aspects of objects/events (20%); and the need to understand directions and moves (29%). Other categories were named by 6-9% of the respondents: times and places, causes and reasons, connectings, identifying others and collectivities, and outcomes.

Figure IV-7

Pie charts showing the proportion of respondents naming important questions in each of three conceptual indexing categories.



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HOW DID QUESTION ASKING IN GAP STUATIONS DIFFER BETWEEN THE 1979 AND 1984 CALIFORNA INFORMATION NEEDS STUDIES?

Data sources and presentation

The 1979 data were extracted from Palmour et al. 1979. The 1984 data are drawn from Table 4-12 in Appendix F. The measures tapping the naming of different questions are identified as variable set 3-1 in Chapter II and Appendix E. In the 1984 study, there were 284 respondents whose data collection situations involved describing their question-asking in their most important gap situations. This data collection approach is comparable to that used in 1979 (see Chapter II and Appendix D for details). For the 1979 study, there were 502-580 respondents who indicated their question-asking in gap situations.

Findings

* Results show that even when the differences in generic question lists are taken into account between the 1979 and 1984 studies, the rank orders of question naming were not significantly correlated. In general, then, the relative frequency with which the 1979 and 1984 samples named the different questions was not the same.

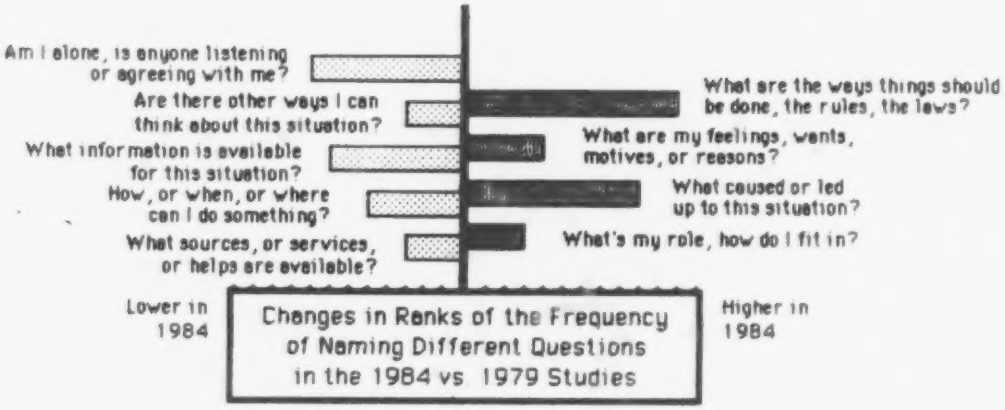
* The lack of significance was accounted for, however, by only five of the 18 questions in all, only three which had wordings close enough in the two studies that it is less likely that the questionnaire administration made the difference. For these three questions, rank order changes of six places or greater were found.

* Two questions received lesser emphasis in 1984 than in 1979: What information is available for this situation? (down to 11 from 4); and, Am I alone, is anyone listening to me, agreeing with me? (down to 13 from 5). One question received more emphasis in 1984: What caused or led up to this situation? (rise to 3 from 12).

* Two questions received more emphasis in 1984 than in 1979: What's my role, how do I fit in? (up from 11 to 7); What are my feelings, motives, reasons? (up from 12 to 8). Two questions received less emphasis in 1984: Are there other ways to think about this situation? (down from 9 to 12); and What sources, or services, or help are available? (down from 7 to 10).

Figure IV-8[a]

Portrait of the change in ranks of the frequency with which different questions were named in the 1979 versus 1984 studies.



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[a]The portrait shows the questions which were ranked higher in the 1984 study than in the 1979 study. It also shows those that were ranked lower. Only questions which changed rank positions by three or more places are presented. Bars to the right of the center post indicate those questions which were ranked higher while bars to the left indicate those that were ranked lower. Notches indicate the number of rank positions changed starting near the center post at three and moving outward to a high of seven.

[b]These three questions are not discussed in the findings because marked differences in wording in the 1979 versus 1984 studies may account for the rank changes.

CHAPTER V

HELPS CALIFORNIANS EXPECTED FROM INFORMATION

Chapter overview

This chapter focuses on Californians' reports of the ways in which they hoped answers to their questions in their gap situations would help them. In the Sense-Making approach, helps are defined as the functions to which people put information and it is assumed that this is a sense-making process in itself. Neither the question nor the situation are assumed to mandate help. Rather, it is the actor who does so based on his/her construction of the situation he/she is in, the gap he/she faces, and the future he/she would like to move to.

In this study, Californians were asked about the helps they hoped to get from answers to their most important questions in their gap situations analyzed in depth. In all, 997 of the 1040 respondents had gap situations analyzed in depth. Of these, 737 articulated a most important question. It is each of these respondents who was asked how he/she hoped the answer to his/her most important question would help.

Each respondent was asked to respond to a close-ended set of 16 help statements in terms of whether the help was one he/she sought. If the answer was yes, the respondent was asked to rate the importance of the help. The resulting importance measures were rated on a four-point scale from not at all (didn't want this help) to slightly, moderately, or extremely important. The 16 helps form a set of generic helps from information developed in the Sense-Making approach as described in Chapters I and II.

A sample respondent

Our sample respondent's most important question, as noted in Chapter IV, was:

> "Will I get fired if I blow up at one of those docs when he treats me like some kind of servant?"

Below is the list of 16 generic helps with an indication of which ones she sought in the situation that led her to ask her most important question. Her importance ratings for each help are also listed.

Understand the situation better
DID NOT SEEK

Understand others better
SOUGHT - moderately important

Plan what to do or when or how to do it
SOUGHT - slightly important

Get better at doing something
DID NOT SEEK

Accomplish something you wanted to
DID NOT SEEK

Get motivated
DID NOT SEEK

Keep going when it seemed hard to go on
SOUGHT - extremely important

Get out of a bad situation
SOUGHT - extremely important

Calm down, ease worries
SOUGHT - moderately important

Avoid a bad situation
SOUGHT - extremely important

Take your mind off things
DID NOT SEEK

Feel reassured or hopeful
SOUGHT - moderately important

Feel good about yourself
SOUGHT - moderately important

Make contact with others
DID NOT SEEK

Feel not alone
SOUGHT - extremely important

Get happiness or pleasure
DID NOT SEEK

Research questions

The specific research questions which this chapter seeks to answer are listed below with an indication in parentheses of what pages are devoted to each.

What helps did Californians say they hoped to get from answers to their most important questions? (pp. V-4 to V-5)

How did help importance ratings differ in different gap situations? (pp. V-6 to V-8)

How did help importance ratings differ when Californians saw themselves as being stopped in different ways in their gap situations? (pp. V-9 to V-11)

How did the emphasis placed on different kinds of helps differ in terms of frequency of mention versus importance ratings? (pp. V-12 to V-13)

What sub-groups of Californians placed more or less importance on what helps? (pp. V-14 to V-17)

How did teenage Californians differ from other Californians in the importance they placed on different helps? (pp. V-18)

What helps were more likely to be expected when Californians asked different most important questions? (pp. V-19 to V-21)

Data sources

The data analyzed in this Chapter were elicited in Phase 7 of the questionnaire as described in Chapter II and Appendix D. The actual tables supporting the findings presented in this chapter are located in Appendix H. All findings are keyed to both measurement and analysis sources so readers may track specific operations in detail. The n standard is the 737 respondents with an articulated most important question.

WHAT HELPS DID CALIFORNIANS SAY THEY HOPED TO GET FROM ANSWERS TO THEIR MOST IMPORTANT QUESTIONS?

Data sources and presentation

Data for this question are drawn from Table 5-1 in Appendix H which shows the percentage of the 737 respondents with most important questions who sought each of the 16 different generic helps. The helps expected measures are identified as variable set 7-1 in Chapter II and Appendix D. The findings are presented in Figure V-1 as a bar graph.

Findings

* Respondents indicated a high level of help seeking. Each of the 16 generic helps was expected by 55% or more of the respondents; eight were expected by 70% or more.

* The three most named expected helps were: accomplish something you wanted to (named by 83%); plan what to do, or when or how to do it (80%); and, understand the situation better (78%).

* The next most sought group of helps, cited by 70-74% of the respondents, were: get better at doing something; keep going when it seemed hard to go on; feel reassured or hopeful; feel good about yourself; and, get happiness or pleasure.

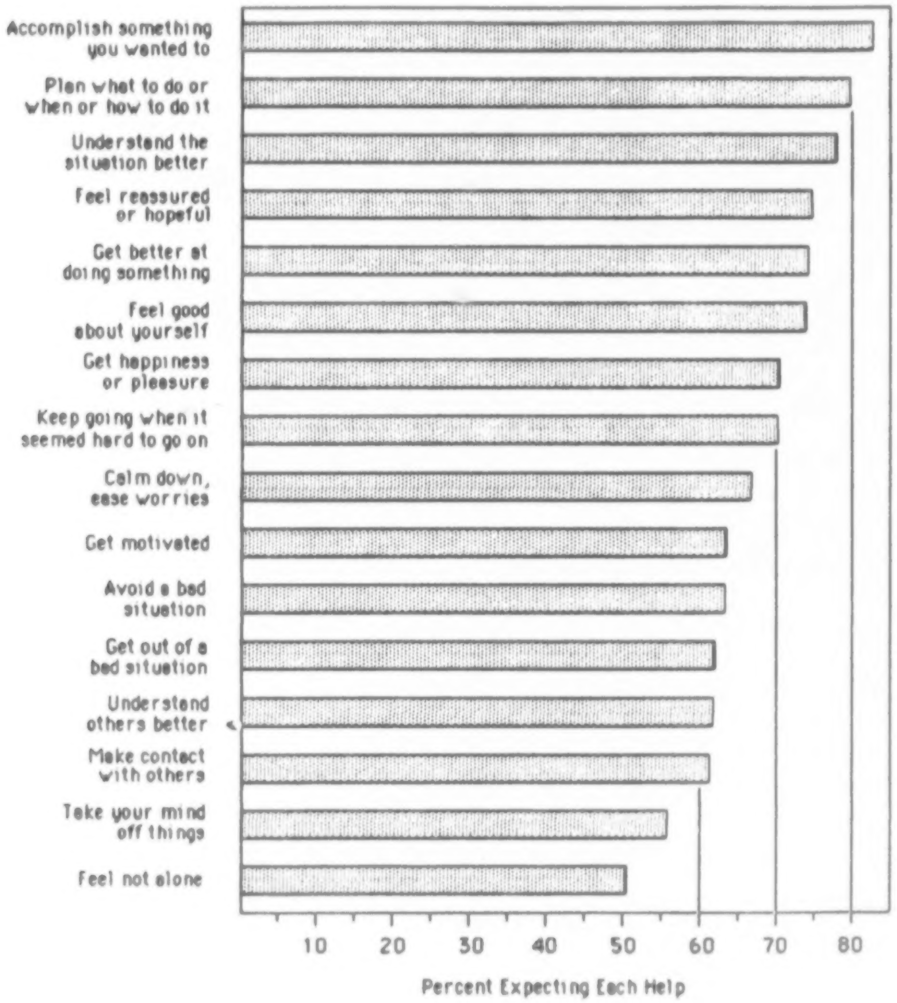
* The next group, cited by 61-67%, included: understand others better; get motivated; get out of a bad situation; calm down, ease worries; avoid a bad situation; and make contact with others.

* The two least named expected helps were: take your mind off things (56%); and feel not alone (51%).

* The general portrait that emerges is one of great diversity in help seeking with high levels of seeking across helps. More sought after helps were more oriented to moving in situations and planning those moves while less sought after helps were more oriented to gaining social support and handling emotions. But even the least sought helps were still sought by 50% or more.

Figure V-1

Bar graph showing percentage of respondents saying they hoped to get different generic helps from answers to their most important questions.



HOW DID HELP IMPORTANCE RATINGS DIFFER IN DIFFERENT GAP SITUATIONS?

Data sources and presentation

Data for this question are drawn from Table 5-1 and 5-2 in Appendix H which shows the correlations between the types of gap situations and the importance ratings given by respondents in those situations to different helps expected from answers to questions. The gap situations are the five types identified for in-depth analysis according to procedures described under variable set 2-1 in Chapter II and Appendix D. Measurement of the importance ratings of helps is described under variable set 7-2. Respondents include the 737 who had most important questions articulated in gap situations analyzed in depth. For purposes of computing the correlations, the five gap situation types were formed into five dummy variables coded 1 for respondents whose situations fell into a given type and 0 for those whose situations did not. The findings are shown graphically in Figure V-2. In this figure, profiles are presented of the questions which got significantly higher or lower importance ratings in each of the five situations. It should be noted that a single significant correlation tells whether respondents in a given situation type were more or less likely to place importance on a given help when compared with all other respondents in all other situation types.

Findings

* The situation type that was most different from the others was governmental concerns/issues. It showed significant correlations for 11 of the 16 helps. In all cases, the direction of the differences was negative -- respondents in govermental concerns/issues situations placed less importance on all the 16 helps and placed significantly less importance on 11. This could well be due to the possibility that in general respondents in governmental situations were less involved in and saw less importance in these situations than respondents in other situation conditions. This possibility arises out of the fielding procedures in which respondents were randomly assigned to conditions. A respondent assigned to the learning something new condition could choose from a number of relevant such situations in the past month and would choose the most salient. In contrast, a respondent assigned to the governmental situation would likely have fewer instances to choose from and could well end up describing a comparatively less important situation.

* Of the four remaining situation types, the learning something new situation showed the most significant correlations -- 6 of 16. Respondents in this situation type were more likely to say they hoped answers to their most important questions would help them get better at doing something and understand the situation better. They also hoped answers would help them plan what to do or when or how to do it; accomplish something they wanted to; get motivated; and keep going when it seemed hard to go on. The portrait that emerged, then, is one of respondents more likely than others to be bridging gaps relating to meeting specific goals and finding ways to do so.

* Respondents in recreation and leisure situations showed four significant correlations. They placed less importance on being helped to understand others better and to avoid a bad situation while they placed greater importance on getting motivated and getting happiness or pleasure.

* The remaining two situations showed one to two significant correlations each. Respondents in job-related situations were more likely to place importance on getting answers to questions which would help them make contact with others. Respondents in most important situations placed less importance on getting better at doing something and accomplishing something.

Figure V-2a

Portraits of the helps which got higher or lower importance ratings in different gap situations.

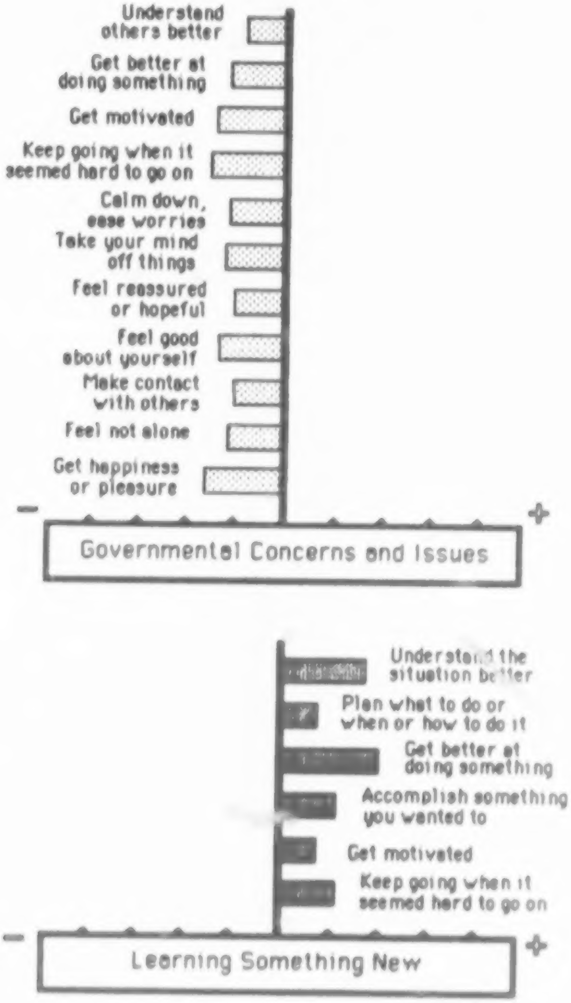


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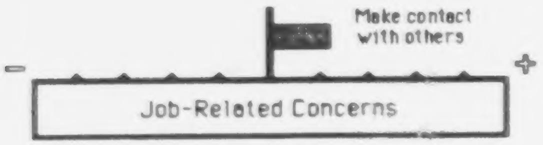
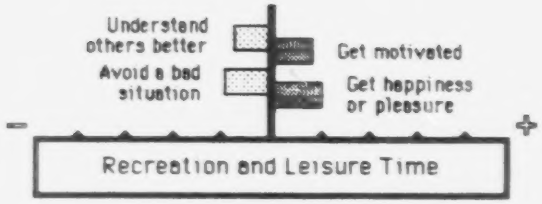
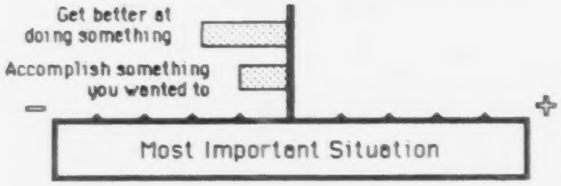
Figure V-2 (continued)







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[a] A portrait is presented for each of the five situation types. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID HELP IMPORTANCE RATINGS DIFFER WHEN CALIFORNIANS SAW THEMSELVES BEING STOPPED IN DIFFERENT WAYS IN THEIR GAP SITUATIONS?

Data sources and presentation

Data for this question is are from Tables 5-3 and 5-4 in Appendix H which show the correlations between the ways in which respondents saw themselves as stopped in their situations and the importance ratings they gave to potential helps from answers to questions. The variable tapping which of a series of different kinds of stops was seen as best describing a gap situation is identified as variable set 5-3 in Appendix D and Chapter II. The help importance measures are identified as variable set 7-2. Respondents include the 737 who had most important questions articulated in gap situations analyzed in depth. For purposes of computing the correlations, the six stop types were formed into six dummy variables coded 1 for respondents whose situations fell into a given type and 0 for those whose situations did not. The findings are shown graphically in Figure V-3. In this figure, profiles are presented of the helps which got significantly higher or lower importance ratings in each of the six situations. It should be noted that a single significant correlation tells whether respondents who were in a given situation type were more or less likely to place importance on a given help when compared with all other respondents in all other stop types.

Findings

* The strongest result showed that respondents who saw themselves in one of the stops gave significantly higher ratings to all helps than did respondents who saw none of the stops as describing them best.

* The rest of the findings show that each of the stops exhibited its own pattern of emphasis on potential helps from answers to questions. Respondents who saw themselves in following situations were the most different. They were more likely to give higher ratings to all but five of the helps. The pattern suggested that they were more likely to see themselves as bridging gaps relating to situation understanding, moving toward goals, getting away from bad situations, making contact with others, getting motivated, and feeling good and reassured about self.

* Respondents who saw themselves facing barriers were also more likely to see themselves moving toward goals and getting motivated. As would be expected, they placed more emphasis than others on getting out of bad situations. The additional help which characterized their difference from others was calm down, ease worries. They were significantly more likely to place importance on getting this help from answers to their questions.

* Respondents who saw themselves facing problemmatic situations shared with those in barriers the greater emphasis on getting out of bad situations and calming down, easing worries. They also placed more emphasis on planning what to do or when or how to do it and on avoiding a bad situation. In no other way did they differ significantly from others.

* The remaining two stops showed few significant findings. Respondents in decision situations differed only in their lower importance ratings placed om understanding situations and others. Respondents in spin-out situations differed only in their higher emphasis on feeling not alone.

Figure V-3

Portraits of the helps which got higher or lower importance ratings by respondents who saw themselves as stopped in different ways in their gap situations.

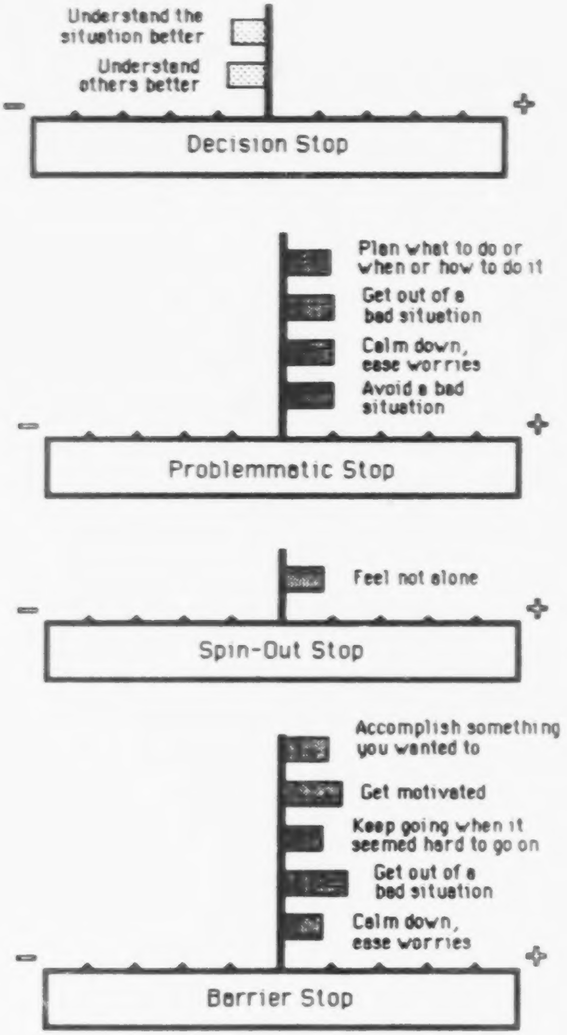

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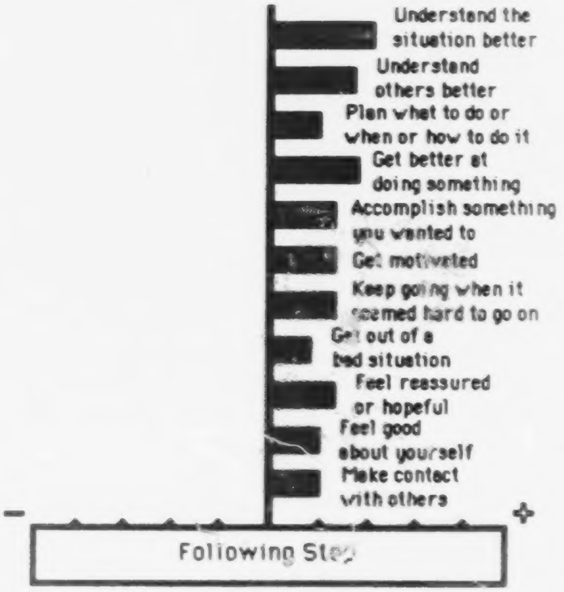
Figure V-3 (continued)



aA portrait is presented for each of the six stops. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID THE EMPHASIS PLACED ON DIFFERENT KINDS OF HELPS DIFFER IN TERMS OF FREQUENCY OF MENTION VERSUS IMPORTANCE RATINGS?

Data sources and presentation

Findings for this question were drawn from Table 5-5 in Appendix H. The data are concerned with the frequency with which Californians reported they sought particular helps compared to the importance ratings given those helps by those who sought them. The two variable sets involved -- help seeking and help importance ratings are labelled 7-1 and 7-2 in Chapter II and Appendix H. The n for the help seeking measures is 737, all respondents who articulated most important questions. The n for the importance rating measures for this analysis is based on that sub-set of respondents who sought that help. Findings are graphed in Figure V-4 which shows those helps which ranked higher or lower in importance ratings versus citation frequencies.

Findings

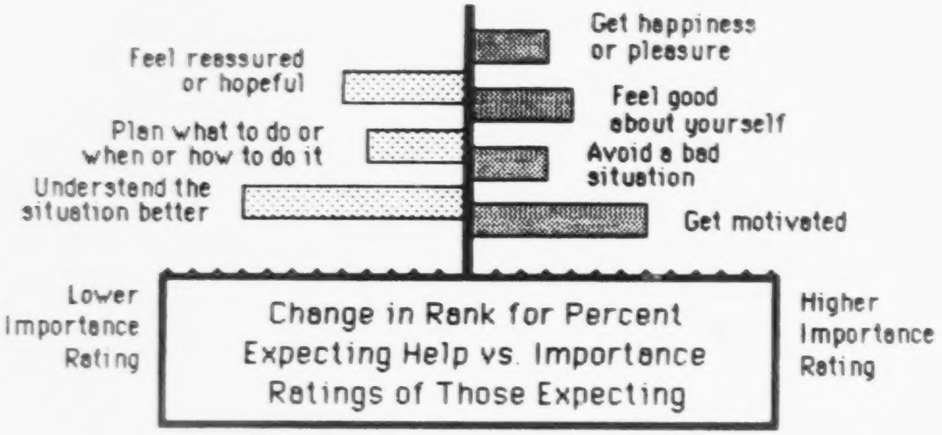
* The rank order correlation between the helps ranked by frequency of citation and by importance ratings was .68, significant at $p<.01$. In general, then, helps ranked high on one list were also high on the other.

* There were some marked deviations. Two helps, in particular, moved ranks by five or more places on the 16 help list. The first of these -- get motivated -- moved from a rank of 10 on the citation list to rank of 3 on the importance list. The second -- understand the situation better -- moved in the reverse direction. It was ranked 3 on the citation list, 12 on the importance list.

* Other helps which moved up ranks (three or four) included: get happiness or pleasure; feel good about yourself; avoid a bad situation. Other helps which moved down ranks (four or five places) included: feel reassured or hopeful; plan what to do or when or how to do it.

Figure V-4

Portrait of the change in ranks indicating emphasis on helps in frequency of citation compared to importance ratings



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aThe portrait shows the helps which got higher ranks in importance ratings than in frequency of citation. It also shows those that got lower ranks. Only helps which changed rank positions by three or more places are presented. Bars to the right of the center post indicate those helps which got higher ranks while bars to the left indicate those that got lower ranks. Notches indicate the number of rank positions changed starting near the center post at three and moving outward to a high of seven.

WHAT SUB-GROUPS OF CALIFORNIANS PLACED MORE OR LESS IMPORTANCE ON WHAT HELPS?

Data sources and presentation

Findings for this question were drawn from Tables 5-6 and 5-7 in Appendix H which report the correlations between demographic variables and the 16 generic help importance measures. The demographic measures are identified as variable set 12-1 to 12-8 in Appendix D and Chapter II. The help importance ratings are identified as variable set 7-2. The n standard was 737, all respondents with a most important question articulated. Actual n's range from 606 to 737, the deviations being due to missing data. The findings are shown graphically in Figure V-5 (starting on page 16) which presents profiles of the different helps which were rated significantly higher or lower by the different demographic groups.

Findings

* The pattern of the findings is similar to that found in both Chapter III and Chapter IV. Where significant correlations were found, respondents grouped into two sets -- the more educated, higher income, Anglo-White respondents in one group; the less educated, lower income, minority respondents and respondents living in larger households in the other. Across all significant differences found, the former group was found giving helps lower importance ratings; the latter group gave them higher ratings. The specific findings are:

> Minorities gave significantly higher ratings to: understand the situation better, understand others better, get motivated, keep going when it seemed hard to go on, get out of a bad situation, avoid a bad situation, take your mind off things, and feel good about yourself. Blacks specifically gave higher ratings to get motivated and take your mind off things, while Hispanics gave higher ratings to understand others better and feel good about yourself.
>
> Respondents from larger households gave higher ratings to: understand others better, get better at doing something, feel reassured or hopeful, get happiness or pleasure. They, along with respondents from households with more children, also gave higher ratings to: get motivated, avoid a bad situation.
>
> Older respondents gave lower ratings to: understand others better, feel good about self.
>
> More educated respondents gave lower ratings to: get motivated, take your mind off things, feel not alone, get happiness or pleasure.
>
> Higher income respondents gave lower ratings to take your mind off things.

* Two of the helps account for a third of these significant correlations and they typify the results. One is get motivated, with six significant correlations; the other avoid a bad situation with five. For both of these, the group typically called "haves" showed lower ranks while the

"have-nots" showed higher ranks. The two groups were not discriminated, however, on helps more oriented to planning and doing. Thus, no significant correlations were found for plan what to do or when or how to do it, or for accomplish something you wanted to.

* The pattern in these result is the same offered for demographic differences in earlier chapters. Clearly, respondents with fewer resources, facing more societal constraints, more often face bad situations and it is reasonable that they need to bridge gaps to avoid them. Also, respondents reared in such circumstances more often need to understand others, particularly others who have power over them. Likewise, they have lacked opportunity and support and thus need to bridge gaps regarding how to get motivated or feel good about oneself.

* One additional finding showed men, contrary to the overriding pattern above, giving higher importance ratings to getting out of a bad situation and avoiding a bad situation. This finding is much more clearly rooted in the sense-making needs of here-and-now situations because, as shown in earlier chapters, males reported more gap situations involving potentially difficult situations away from the home -- crime and safety, transportation, jobs.

* All the findings need to be understood in the context of the fact that the size of the correlations are significant but relatively small. They range from .08 to .16, accounting at the most for 2.6% of the variability.

Figure V-5a

Portrait of the helps which received higher or lower than average importance ratings by different demographic sub-groups.

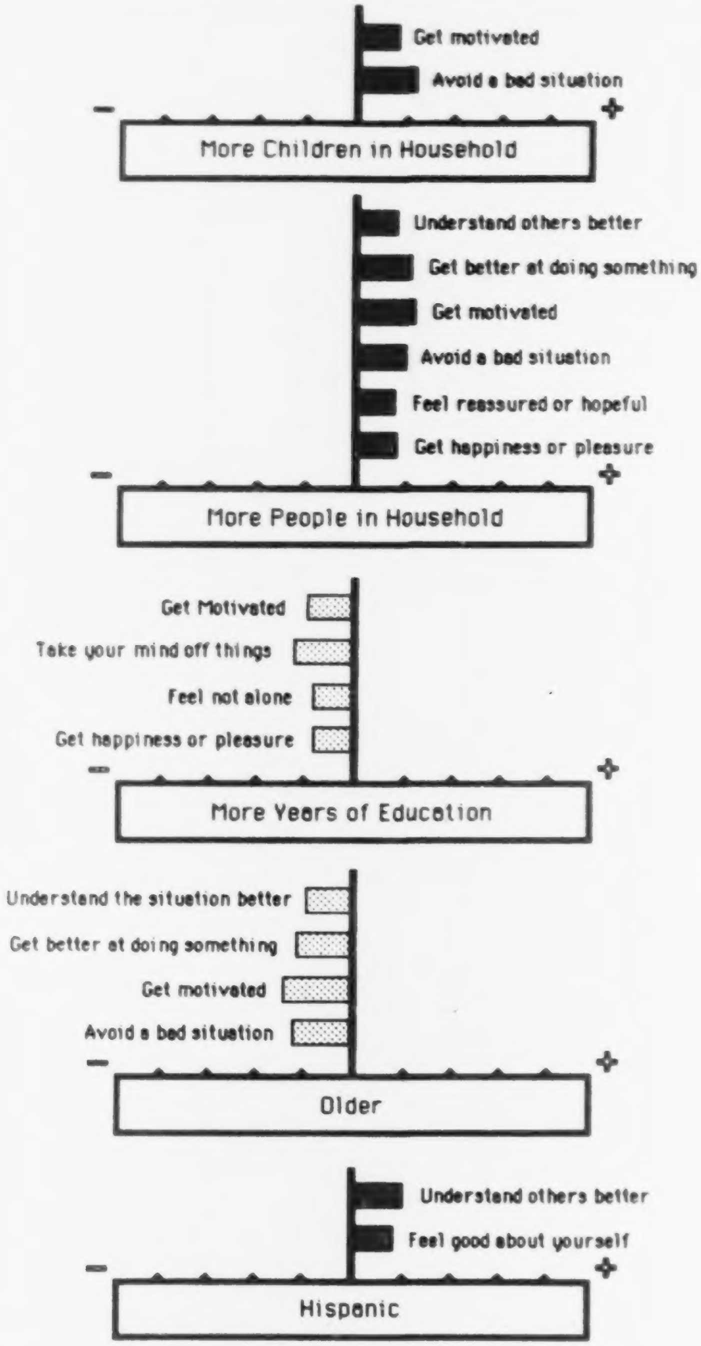

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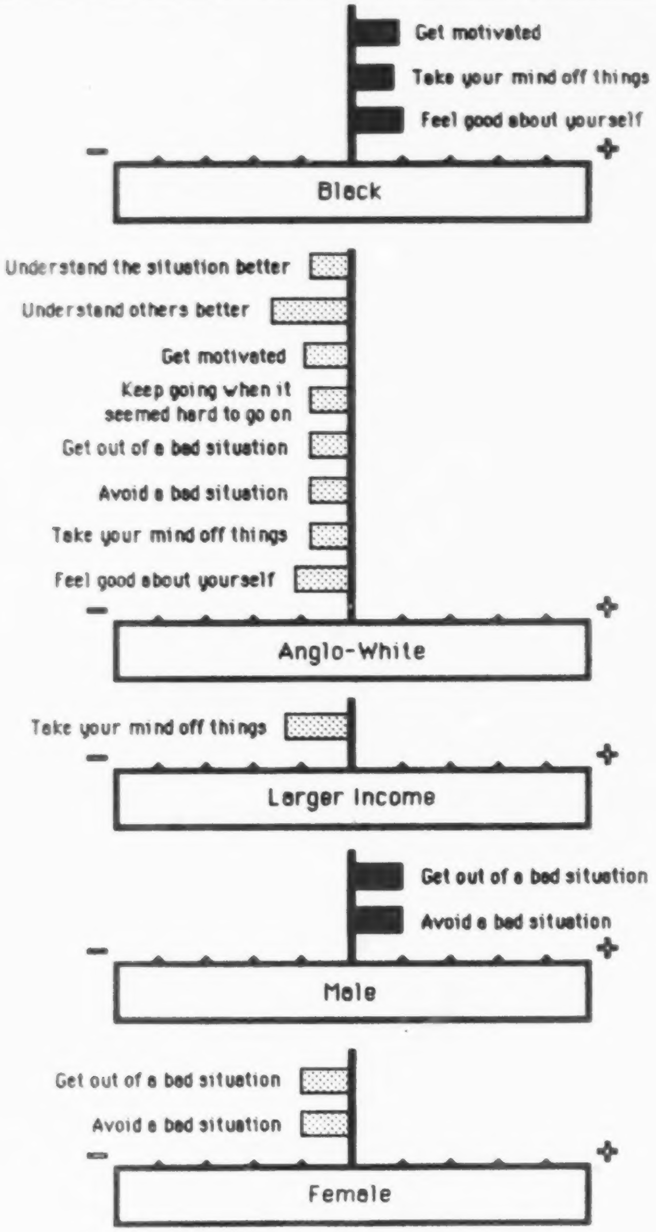
Figure V-5 (continued)



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aA portrait is presented for each of the 12 different demographic measures. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID TEENAGE CALIFORNIANS DIFFER FROM OTHER CALIFORNIANS IN THE IMPORTANCE THEY PLACED ON DIFFERENT HELPS?

Data sources and presentation

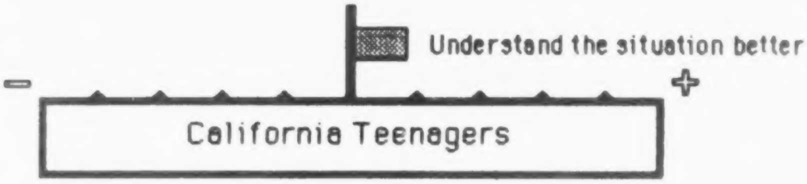
These findings are drawn from Table 5-8 in Appendix H. The age variable is identified as variable set 12-4 in Chapter II and Appendix D. The help importance measures are variable set 7-2. There were 84 teens, aged 12-17, out of the 737 respondents who had most important question articulations and, thus, gave importance ratings on helps. The results are presented graphically in Figure V-6 showing the one help which teens gave higher importance ratings to than the average respondent.

Findings

* Only one significant correlation was found showing that teens were more likely to give higher importance ratings to the help involving understanding the situation better.

Figure V-6[a]

Portrait of the help which teens gave a higher importance rating to when compared with other Californians.



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[a] In this portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

WHAT HELPS WERE MORE LIKELY TO BE EXPECTED WHEN CALIFORNIANS ASKED DIFFERENT MOST IMPORTANT QUESTIONS

Data sources and presentation

These data are concerned with whether respondents who asked different questions were more likely to rate different helps higher or lower in importance. The measure of questions used is identified as variable set 4-1 in Appendix D and Chapter II. The helps importance ratings are variable set 7-2. The n standard remains 737, the number of respondents with most important questions. Findings are presented graphically in Figure V-7. The graphs show which helps received significantly higher or lower importance ratings by respondents who asked different classes of questions.

Findings

* Results showed significant correlations between 11 of the generic question types and at least one of the 16 different helps. In general, the size of the correlations were modest (ranging from .08 to .14).

* What emerged in the findings for the 11 questions with significant results was a pattern with each question have its own unique composite of helps more or less emphasized. The Sense-Making approach expects this result since each of the generic questions has been posited as a fundamentally different kind of gap to be bridged. The specific significant findings included:

HOW WILL THINGS TURN OUT? Respondents asking this question gave significantly higher importance ratings to feeling reassured or hopeful, and to getting happiness or pleasure. They gave significantly lower ratings to three helps: understand the situation better, understand others better, and plan what to do or when or how to do it.

HOW ARE THINGS RELATED TO EACH OTHER? Respondents asking this question gave significantly higher ratings to get better at doing something and lower ratings to calm down, ease worries.

WHAT'S GOING ON IN THIS SITUATION? Respondents asking this question gave signifcantly lower ratings to three helps: keep going when it seemed hard to go on; feel reassured or hopeful; and get happiness or pleasure.

HOW CAN I GET MOTIVATED? Respondents asking this question gave significantly higher ratings to make contact with others; and feel not alone.

CAN I AVOID OR GET AWAY FROM BAD CONSEQUENCES? Respondents asking this question gave significantly higher ratings to calm down, ease worries.

WHAT ARE MY OPTIONS, WHAT'S THE BEST THING TO DO? Respondents asking this question gave significantly higher ratings to get out of a bad situation and avoid a bad situation.

HOW, OR WHEN, OR WHERE CAN I DO SOMETHING? Respondents asking this question gave significantly higher ratings to get happiness or pleasure and significantly lower ratings to understand others better.

HOW CAN I GET AROUND ALL THE RED TAPE IN THE BUREAUCRACY? Respondents asking this question gave significantly lower ratings to get better at doing something.

WHAT ARE MY FEELINGS, WANTS, MOTIVES, OR REASONS? Respondents asking this question gave significantly higher ratings to get motivated and feel good about yourself.

WHAT INFORMATION IS AVAILABLE FOR THIS SITUATION? Respondents asking this question gave significantly lower ratings to feel reassured or hopeful.

WHAT ARE SOMEONE ELSE'S MOTIVES, FEELINGS, REASONS, WANTS? Respondents asking this question gave significantly higher ratings to understand others better and significant lower ratings to: get better at doing something and accomplish something you wanted to.

* The findings can be grouped in several patterns based on clusters of questions which negatively or positively correlated to the same helps. One finding suggests that when respondents are focused on an uncertain future they are more likely to hope that answers to questions will help them emotionally. In contrast, respondents facing gaps relating to the present are less likely to use answers in these ways.

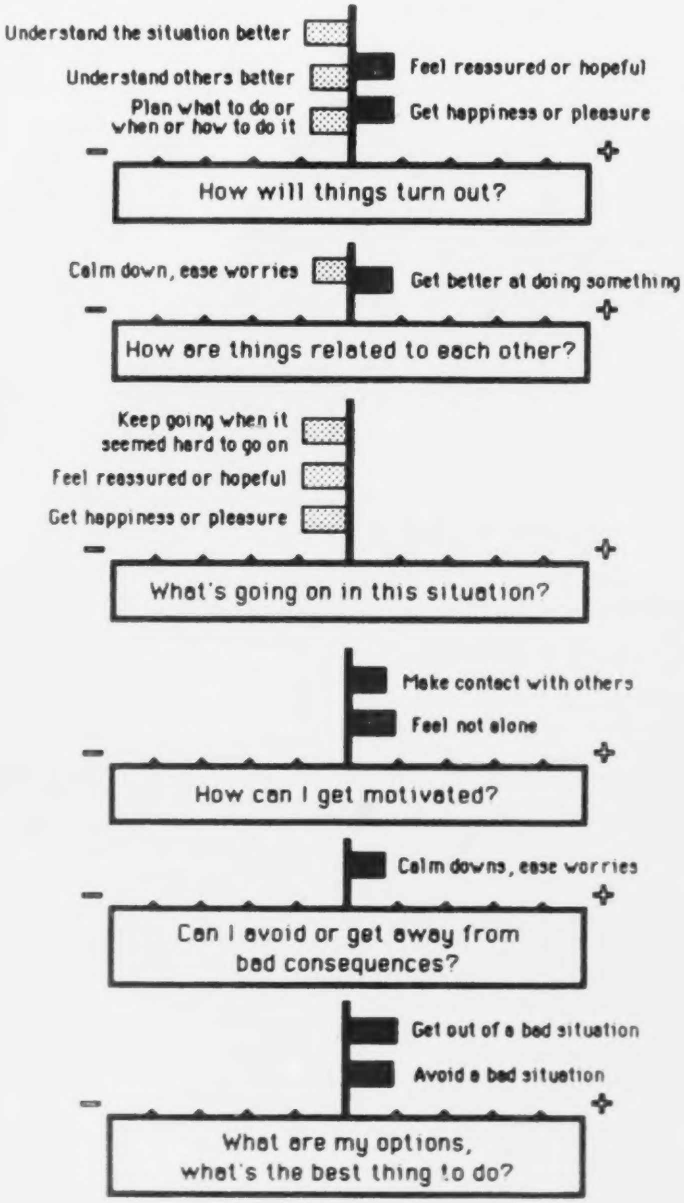
* A second major pattern is that questions which seem to imply in their wordings that greater emphasis should be placed by the askers on specific kinds of helps do not necessarily do so. Thus, respondents whose gap involved choosing options didn't emphasize planning and doing helps more. Rather, they focused more on getting out of and avoiding bad situations.

* Another example of the same pattern was found with respondents who asked how to get motivated as their most important question. They were not more likely to use get motivated and feel good about self as a help. Rather, they focused on making contact with others. Instead, it was respondents who asked questions about their own feelings and wants that said they were more likely to use the answers for getting motivated and feeling good about self.

* In general, significantly more focus was placed on emotional helps and less on moving and situation understanding helps when questions indicated the respondent saw events as impinging from the outside.

Figure V-7a

Portrait of the helps which received higher or lower importance ratings by respondents asking different most important questions.



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CHAPTER VI

DIFFICULTY AND SUCCESS CALIFORNIANS REPORTED IN MEETING THEIR INFORMATION NEEDS

Chapter overview

This chapter focuses on Californians' reports of the difficulty and success they had in meeting their information needs and the barriers they saw standing in the way. Since, in this study, information needs are defined as the questions people have in gap situations, the focus in this chapter is on respondent evaluations of the difficulty and success they had in answering these questions.

Of the 1040 Californians sampled in this study, 997 reported facing gap situations in the past month. Of these, 737 articulated a most important question in these gap situations. These 737 respondents were asked a series of questions to evaluate difficulty and success along three dimensions:

*How difficult it was to get an answer to the most important question (on a scale from 0, very easy; to 3, very difficult)

*How difficult it was compared to other people (on a scale from 0, much easier; to 3, much harder)

*How much of an answer was obtained (on a scale from 0, none; to 2, complete).

Of the 737 respondents with most important questions, 655 said they got partial or complete answers to their questions. They were asked how much the answer helped (on a scale from 0, not at all, to 2, a lot). Of the 737 respondents with most important questions, 328 reporting gettting only partial or no answers. These 328 were asked whether they expected a complete answer in the future (no coded 0, maybe coded 1, yes coded 2) and what barriers they saw preventing them from getting complete answers.

A sample respondent

Our sample respondent's most important question, as noted in Chapter IV, was:

> "Will I get fired if I blow up at one of those docs when he treats me like some kind of servant?"

Below is a record of her responses to the items in the questionnaire which tapped the difficulty she had in answering this question, the barriers she faced to doing so, and the success she had.

> How easy was getting a complete answer to this question?
> SOMEWHAT DIFFICULT

Compared to other people, how much harder or easier would you say it was for you to get an answer?
SLIGHTLY HARDER

Would you say you got a complete, a partial, or no answer?
PARTIAL

How much did this partial answer help you in this situation?
A LITTLE

What do you think prevented you from getting a complete answer?
MY OWN EMOTIONS AND HOW MAD I GET IN THE SITUATION...THE OTHER NURSES WHO SEEM TO FLIRT ALL THE TIME WITH THE DOCS...THE UNCERTAINTY OF THE DAILY SITUATION IN THE OPERATING ROOM

In the future, is there a possibility of getting a complete answer?
MAYBE

Research questions

The specific research research questions which this chapter seeks to answer are listed below with an indication in parentheses of what pages are devoted to each.

In general, how did Californians evaluate the difficulty and success they had in answering their most important questions? (pp. VI-4 to VI-5)

In general, what barriers did Californians see to getting answers to their most important questions? (pp. VI-6 to VI-7)

How did reports of question-answering difficulty, success, and barriers differ in different gap situations? (pp. VI-8 to VI-10)

How did reports of question-answering difficulty, success, and barriers differ when Californians saw themselves as stopped in different ways in their gap situations? (pp. VI-11 to VI-13)

How did reports of question-answering difficulty, success, and barriers differ for different sub-groups of Californians? (pp. VI-14 to VI-16)

How did teenage Californians differ from other Californians in their reports of question-answering difficulty, success, and barriers? pp. VI-17)

How did reports of question-answering difficulty, success, and barriers differ for different kinds of questions? (pp. VI-18 to VI-20)

Data sources

The data analyzed in this chapter were elicited in Phases 6, 9, and 10 of the questionnaire as described in Chapter II and Appendix D. The actual tables supporting the findings presented in this chapter are located in Appendix I. All findings are keyed to measurement and analysis sources so readers may track specific operations in detail. The n standards are the 737 respondents with most important questions; the 655 respondents who got complete or partial answers to most important questions; and, the 328 respondents who got no or partial answers to most important questions.

IN GENERAL, HOW DID CALIFORNIANS' EVALUATE THE DIFFICULTY AND SUCCESS THEY HAD IN ANSWERING THEIR MOST IMPORTANT QUESTIONS?

Data sources and presentation

Data for this question are drawn from Table 6-1 in Appendix I which shows the percentage of the relevant sub-set of respondents who reported different levels of success and difficulty in question answering. The difficulty and success measures are identified as variable sets 6-1, 6-2, 9-1, 9-2, and 9-3 in Appendix D and Chapter II. The findings are presented in Figure VI-1 as a series of bar graphs.

Findings

* Of the 737 respondents who articulated most important questions, 46% said they found these questions somewhat or very difficult to answer. Of these, 16% found them very difficult. Of the 55% who found their questions somewhat or very easy to answer, 20% said very easy.

* Most (46%) of the respondents reported they thought of their most important questions as slightly easier to answer for them than for other people. In all, 6% thought of them as much harder to answer; 23% as slightly harder; 25% as much easier.

* A little over half (56%) of the respondents reported they got complete answers to their questions; 11% reported getting no answers; 33% reported getting partial answers.

* Of the 655 respondents who got partial or complete answers, most (56%) saw themselves as helped a lot by the answer; 37% a little; and 7% not at all.

* Of the 328 respondents who got partial or no answers, 50% expected to get complete answers in the future; 33% said maybe; 17% didn't ever expect to get an answer.

Figure VI-1

Bar graphs showing the percentage of respondents in each category of the five measures of difficulty and success in answering most important questions.

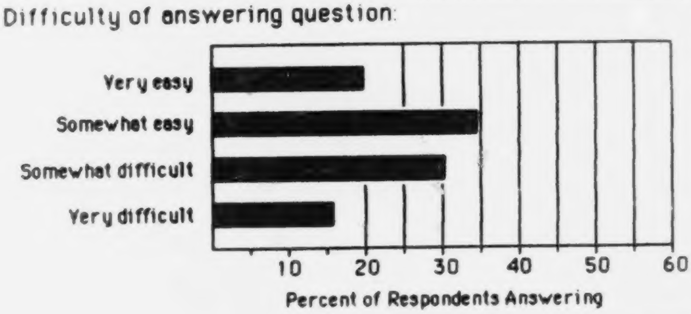

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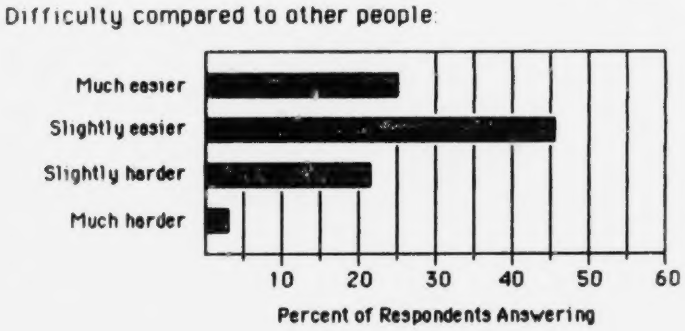
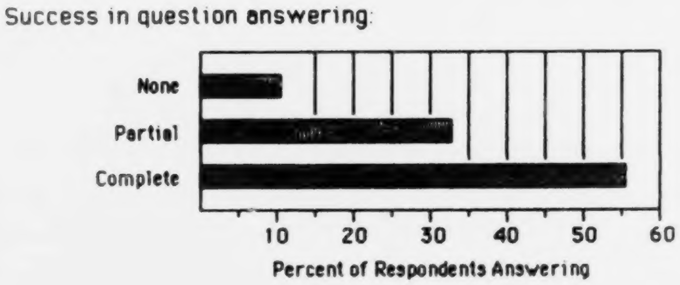
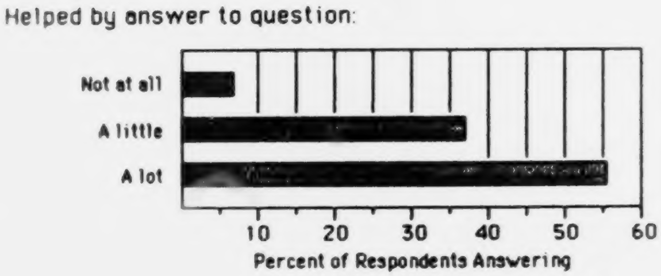
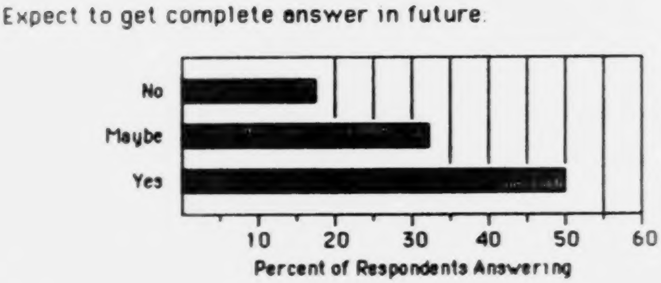
Figure VI-1 (continued)









IN GENERAL, WHAT BARRIERS DID CALIFORNIANS' SEE TO GETTING ANSWERS TO THEIR MOST IMPORTANT QUESTIONS?

Data sources and presentation

Data for this question are drawn from Table 6-2 in Appendix I which shows the percentage of the respondents naming each of a set of different barriers to getting answers to their most important questions. The respondents involved are the 328 who reported getting no or only partial answers. The barrier measures are identified as variable set 10-1 in Appendix D and Chapter II. The findings for the major category headings are presented in Figure VI-2 as a bar graph.

Findings

* Results showed that respondents' open-ended answers to questions asking them to tell what barriers they saw to obtaining answers to their most important questions distributed across six major categories. The most cited barrier (accounting for 25% of the respondents) was the respondents' own lack of resources -- time, money, or knowledge. In this category, lack of knowledge and experience was most cited (by 17%).

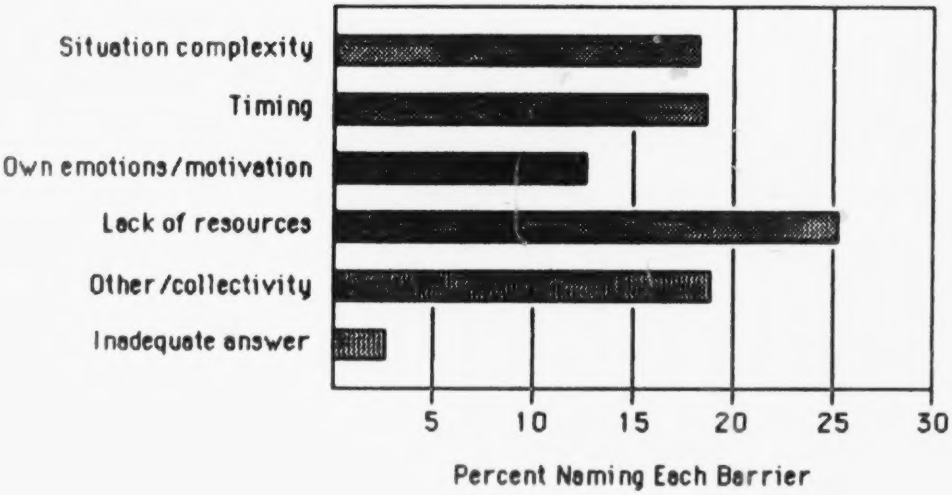
* Three other major categories of barriers were each cited by 18-19% of respondents. These included seeing the complexity of the situation as itself a barrier to getting answers to questions; seeing timing as a barrier; and seeing an other person or collectivity (institution) as a barrier. In the latter category, 8% of the respondents specifically pointed to uncooperativeness and 5% to bureaucracy as barriers.

* Another barrier category cited was the respondents' own emotions and motivations. In all, 13% of respondents cited this category.

* A final category of barrier focused on the quality of answers obtained -- seeing them as too brief, difficult, conflicting, uncertain. In all, 3% of respondents cited barriers in this category.

Figure VI-2

Bar graph showing the percentage of respondents who did not get complete answers to their most important questions who named different barriers to getting answers



HOW DID REPORTS OF QUESTION-ANSWERING DIFFICULTY, SUCCESS, AND BARRIERS DIFFER IN DIFFERENT GAP SITUATIONS?

Data sources and presentation

Data for this question are drawn from tables 6-3, 6-4, and 6-5 in Appendix I which show the correlations between the types of gap situations and reports from respondents in these situations of question-answering difficulty, success, and barriers. The gap situations are the five types identified for in-depth analysis according to procedures described under variable set 2-1 in Chapter II and Appendix D. Measurement of the difficulty, success, and barrier measures are reported as variable sets 6, 9, and 10. The number of respondents involved in the analyses vary and are either 737 (all respondents with most important questions), 655 (respondents who got complete or partial answers), or 328 (respondents who got no or partial answers) depending on what measures are involved. The n's sometimes drop below these standards by small amounts as a result of the usual sources of missing data. For purposes of computing the correlations, the five gap situation types were formed into dummy variables coded 1 for respondents whose situations fell into a given type and 0 for those whose situations did not. The findings are shown graphically in Figure VI-3. In this figure, profiles are presented of the difficulty, success, and barrier reports which were significantly more or less likely to come from respondents in different situations. It should be noted that a single significant correlation tells whether respondents in a given situation type were more or less likely to make a particular report when compared to all other respondents in all other situation types.

Findings

* Results showed that one class of gap situations -- job-related concerns -- showed no significant differences from the other situations. In terms of reports of question-answering difficulty, success and barriers, this gap situation was "average."

* Two situation types -- governmental concerns/issues, and most important situations -- were generally seen as more difficult to get answers for. For governmental situations, respondents were more likely to report higher difficulty scores and lower success scores and to also report less help obtained from answers. For most important situations, respondents were also more likely to report more difficulty and less success. In addition, respondents in most important situations were more likely than other respondents to see their questions as comparatively harder to answer (i.e., harder for them to answer than it would be for other people to answer). In addition, these respondents were less likely to expect complete answers to their questions in the future.

* In terms of barriers, these two situation types showed different patterns. The only barrier that respondents in governmental situations were significantly more likely to name was other/collectivity. In contrast, respondents in most important situations were significantly more likely to name situation complexity and less likely to name lack resources.

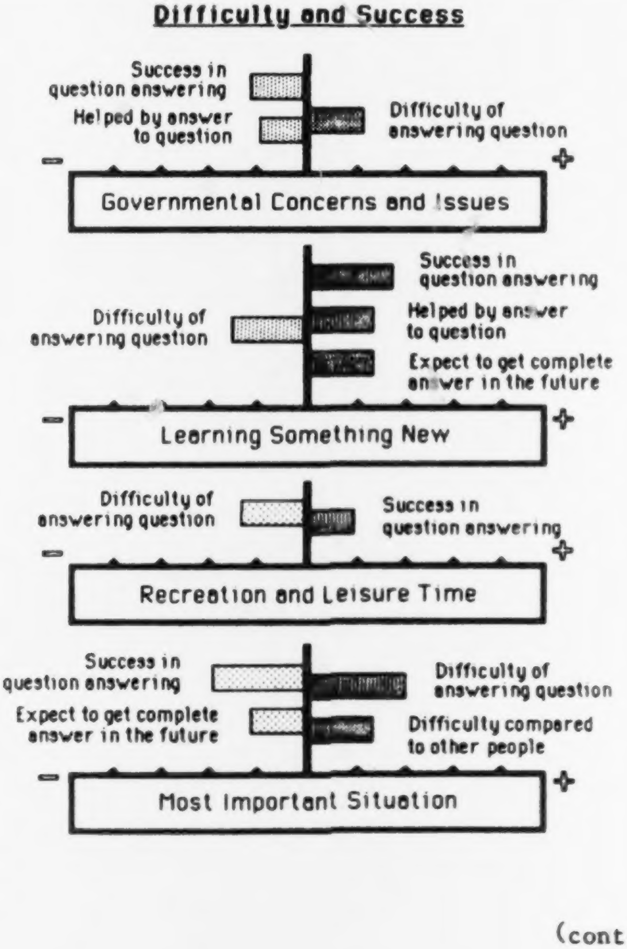
* Two situation types -- learning something new, and recreation/leisure time -- generally received reports of greater question answering ease and success. For recreation/leisure time, the correlations showed

significantly lower difficulty reports and significantly higher success reports. The pattern for learning something new situations was the same. In addition, however, respondents in these situations reported they were signifcantly more helped by their answers and, when they had not yet gotten a complete answer, they were significantly more likely to report they expected a complete answer in the future.

* In terms of barriers, the learning something new respondents fell at the norm showing no significant correlations. The recreation/leisure time respondents, on the other hand, were significantly more likely to cite lack of resources as a barrier to their question-answering and significantly less likely to cite other/collectivity as a barrier.

Figure VI-3

Portrait of the gap situations which showed significantly higher or lower difficulty and success in question answering and significantly more or less mention of different barriers to question answering.



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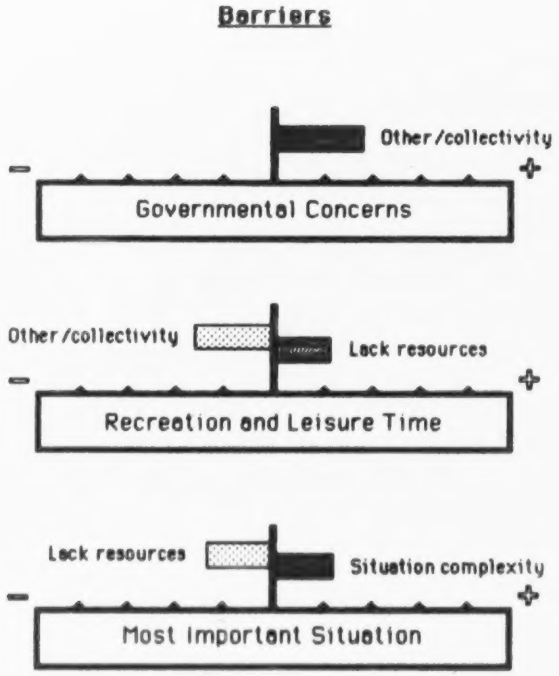

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[a]Up to two portraits are presented for each of the five different gap situations -- one for difficulty and success measures, one for barriers. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID REPORTS OF QUESTION-ANSWERING DIFFICULTY, SUCCESS, AND BARRIERS DIFFER WHEN CALIFORNIANS SAW THEMSELVES AS STOPPED IN DIFFERENT WAYS IN THEIR GAP SITUATIONS?

Data sources and presentation

Data for this question are drawn from Tables 6-6, 6-7, and 6-8 in Appendix I which show the correlations between the types of stops in gap situations and reports from respondents in these situations of question-answering difficulty, success, and barriers. The stops in gap situations are the six stops identified according to procedures described under variable set 5-3 in Chapter II and Appendix D. Measurement of the difficulty, success, and barrier measures are reported as variable sets 6, 9, and 10. The number of respondents involved in the analyses vary and are either 737 (all respondents with most important questions), 655 (respondents who got complete or partial answers), or 328 (respondents who got no or partial answers) depending on what measures are involved. The n's sometimes drop below these standards by small amounts as a result of the usual sources of missing data. For purposes of computing the correlations, the six stops were formed into dummy variables coded 1 for respondents whose situations fell into a given type and 0 for those whose situations did not. The findings are shown graphically in Figure VI-4. In this figure, profiles are presented of the difficulty, success, and barrier reports which were significantly more or less likely to come from respondents in different situations. It should be noted that a single significant correlation tells whether respondents in a given stop were more or less likely to make a particular report when compared to all other respondents in all other stops.

Findings

* Results show that each of the stops had its own pattern of difficulty, success, and barrier reports. Respondents who saw none of the stops as applying best were more likely to see their most important questions as less difficult to answer generally and less difficult for them to answer compared to other people. In terms of barriers, these respondents were also less likely to see their own emotions/motivations as barriers to question answering and more likely to report situation complexity as a barrier.

* Respondents in two situation types -- barrier and problemmatic -- showed similar patterns. Both were more likely to see their questions as difficult to answer and less likely to report question answering success. Those respondents in problemmatic situations who got only partial or no answers to their questions were significantly more likely to report others and collectivities as barriers to their question-answering. Respondents in barrier stops showed no significant differences in question-answering barrier reports.

* While respondents in spin-out situations did not show significant differences from other respondents in their overall reports of question answering difficult and success, they were more likely to see their questions as harder for them to answer than they would be for other people. And, they were less likely to see the answers to their questions as having helped them. In terms of barriers, they were also less likely to report lack of resources as a barrier to their question-answering.

* Respondents in two stops -- decision and following -- showed indications of patterns opposite to those above. Respondents in decision situations were significantly more likely to report success in question-answering; respondents in following situations reported significantly less difficulty in question-answering coupled with significantly greater help obtained from answers. Neither of these stops differed from the other situations in their barrier reports.

Figure VI-4[a]

Portrait of the stops which showed significantly higher or lower difficulty and success in question answering and significantly more or less mention of different barriers to question answering.

Difficulty and Success

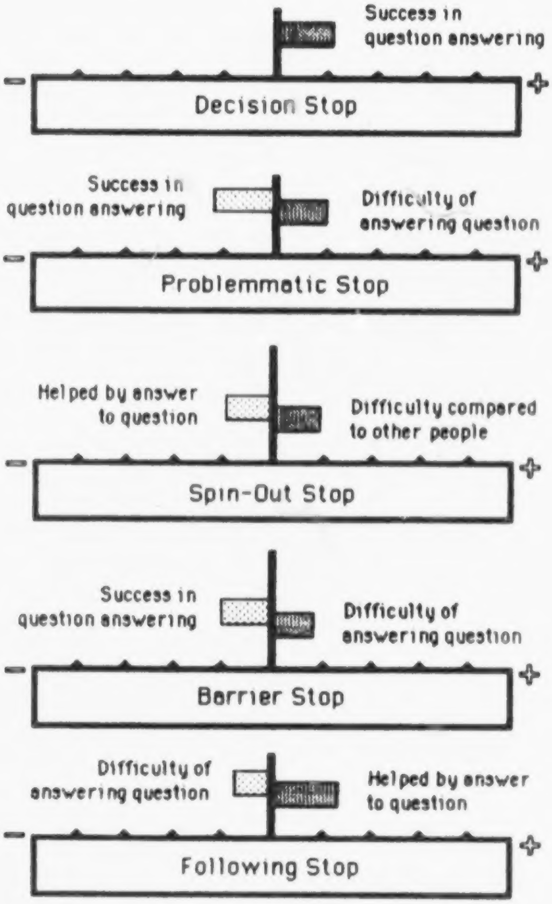

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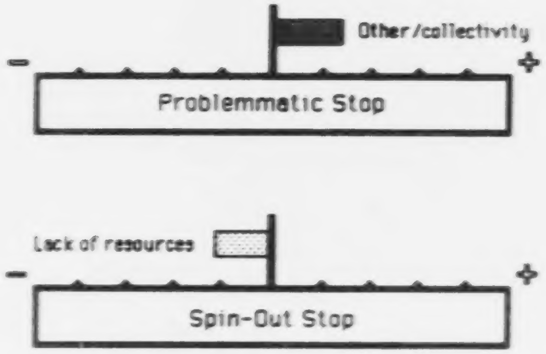
Figure VI-4 (continued)

Barriers



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[a] Up to two portraits are presented for each of the stop measures -- one for difficulty and success measures, one for barriers. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID REPORTS OF QUESTION-ANSWERING DIFFICULTY, SUCCESS, AND BARRIERS DIFFER FOR DIFFERENT SUB-GROUPS OF CALIFORNIANS?

Data sources and presentation

Data for this question are drawn from tables 6-9, 6-10, and 6-11 in Appendix I which show the correlations between the demographic measures and reports from respondents of question-answering difficulty, success, and barriers. The demographic measures are identified as variable set 12 in Appendix D and Chapter II. Measurement of the difficulty, success, and barrier measures are reported as variable sets 6, 9, and 10. The number of respondents involved in the analyses vary are either 737 (all respondents with most important questions), 655 (respondents who got complete or partial answers), or 328 (respondents who got no or partial answers) depending on what measures are involved. The n's sometimes drop below these standards resulting from the usual sources of missing data. The findings are shown graphically in Figure VI-5. In this figure, profiles are presented of the difficulty, success, and barrier reports which were significantly more or less likely to come from respondents in different sub-groups.

Findings

* In general, results show relatively few correlations between demographic measures and the question-answering difficulty, success, and barrier measures.

* Age was the best predictor with significant correlations on three of 11 measures. In general, older respondents were significantly less likely to report success in question-answering. Those older respondents who did not get complete answers to their most important questions were also significantly less likely to expect complete answers in the future and significantly more likely to report situation complexity as a barrier to question-answering.

* While more educated respondents did not show differences on other measures, they were, along with older respondents, more likely to report situation complexity as a barrier to question-answering.

* Anglo-White respondents were significantly less likely to report success in question-answering than were non-Anglo-White respondents.

* Respondents from larger households, those with more people in general and those with more children, were significantly more likely to report that they expected to get complete answers to their questions in the future if they hadn't yet gotten them.

* Lastly, males were significantly less likely to report timing as a barrier to question-answering; females were significantly more likely to do so.

* The general pattern that emerged, then, was one suggesting that older, more educated, Anglo-White persons were more likely to see their most important questions as more troublesome and arising out of inherently complex situations. As in findings in prior chapters, it is impossible to discern in this study whether this pattern arises from actual situation differences, from habitual and socialized perceptions, or both.

Figure VI-5

Portrait of the demographic sub-groups which showed significantly higher or lower difficulty and success in question answering and significantly more or less mention of different barriers to question answering.

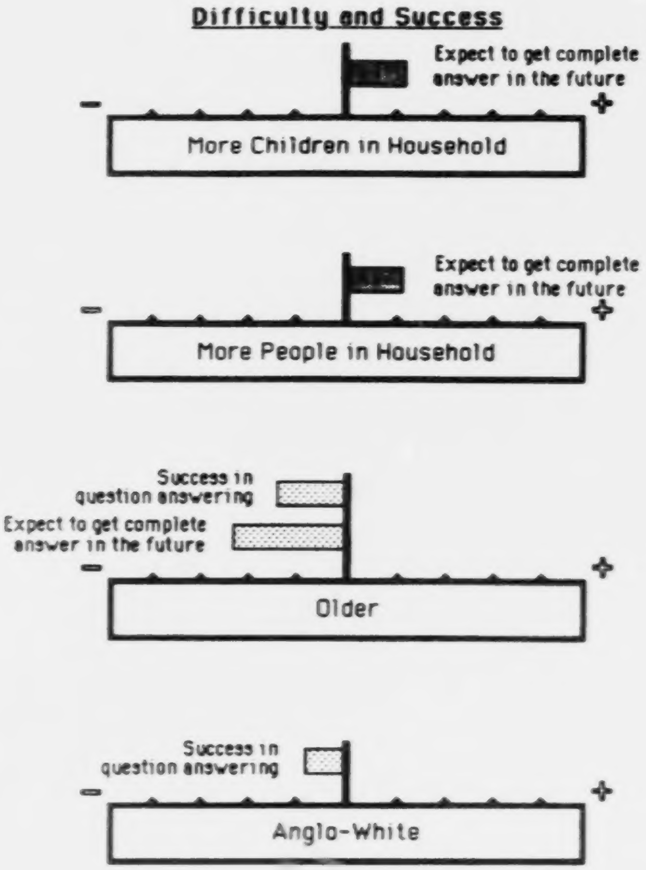

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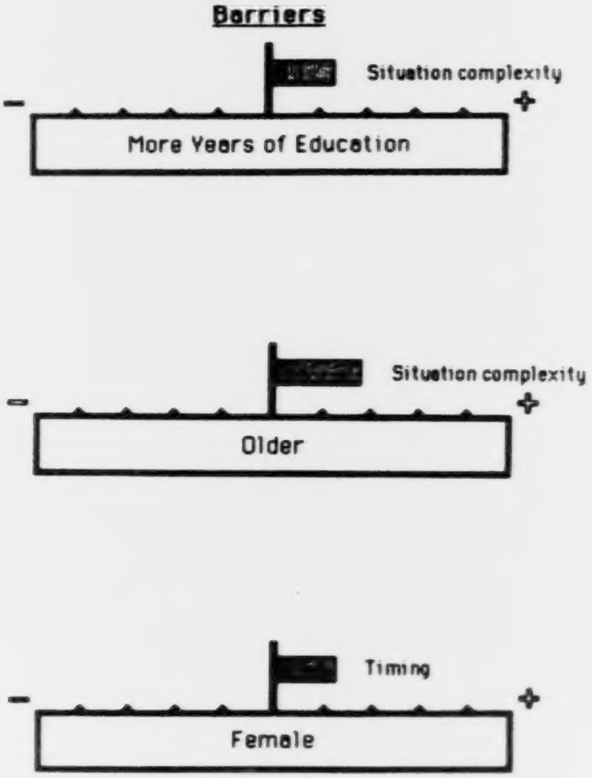
Figure VI-5 (continued)



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[a] Up to two portraits are presented for each demographic sub-group -- one for difficulty and success measures, one for barriers. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID TEENAGE CALIFORNIANS DIFFER FROM OTHER CALIFORNIANS IN THEIR REPORTS OF QUESTION-ANSWERING DIFFICULTY, SUCCESS, AND BARRIERS?

Data sources and presentation

These findings are drawn from Table 6-12 in Appendix I. The age variable is identified as variable set 12-4 in Chapter II and Appendix D. The question-answering difficulty, success, and barrier measures are variable sets 6,9, and 10. There were 84 teens, aged 12 to 17, out of 737 respondents who had most important questions and, thus, rated question-answering difficulty and success. These n´s dropped to 77 teens out of 655 respondents who got partial or complete answers to their questions; and 33 teens out of 328 who got no or partial answers.

Findings

* There were no significant correlations showing that teens differed from other Californians in their reports of question-answering difficulty, success, and barriers.

HOW DID REPORTS OF QUESTION-ANSWERING DIFFICULTY, SUCCESS, AND BARRIERS DIFFER FOR DIFFERENT KINDS OF QUESTIONS?

Data sources and presentation

These findings are drawn from Table 6-13, 6-14, and 6-15 in Appendix I which show the correlations between the types of questions asked and reports from respondents of question-answering difficulty, success, and barriers. The question type measures are identified as variable set 4-1 in Appendix D and Chapter II. Measurement of the difficulty, success, and barrier measures are reported as variable sets 6, 9, and 10. The number of respondents involved in the analyses are either 737 (all respondents with most important questions), 655 (respondents who got complete or partial answers), or 328 (respondents who got no or partial answers) depending on what measures are involved. The n's sometimes drop below these standards by small amounts resulting from the usual sources of missing data. For purposes of computing the correlations, the question types were formed into dummy variables coded 1 for respondents whose said they asked a given question type and 0 for those who did not. The findings are shown graphically in Figure VI-6. In this figure, profiles are presented of the difficulty, success, and barrier reports which were significantly more or less likely to come from respondents asking different questions. It should be noted that a single significant correlation tells whether respondents who asked a given question more or less likely to make a particular report when compared to all other respondents asking all other questions.

Findings

* As with demography, results showed relatively few correlations between question types and reports of question-answering difficulty, success, and barriers. Only five of 18 questions showed any significant differences. The specific findings organized by question type were as follows:

> HOW WILL THINGS TURN OUT? Respondents who asked this question were less likely to report success in question answering. Of these respondents, those who didn't get complete answers to their questions were also more likely to report timing as a barrier and less likely to report others and collectivities as barriers.
>
> WHAT CAUSED OR LED UP TO THIS SITUATION? Respondents who asked this question were more likely to report difficulty in questio answering and less likely to report they were helped when they obtained answers. If they didn't get a complete answer, they were more likely to report situation complexity as a barrier.
>
> WHAT'S MY ROLE, HOW DO I FIT IN? Respondents who asked this question were more likely to report, if they hadn't yet gotten a complete answer, that they expected to in the future.
>
> HOW CAN I GET AROUND ALL THE RED TAPE IN THE BUREAUCRACY? Respondents who asked this question did not differ from others in difficulty and success reports. If they didn't yet have a complete answer, however, they were more likely to report that others and collectivities were barriers.

WHAT ARE MY FEELINGS, WANTS, MOTIVES, OR REASONS? Respondents who asked this question also did not differ from others in difficulty and success reports. They were, however, more likely to report their own emotions and motivations as barriers when they had not yet answered their questions completely.

WHAT SOURCES OR SERVICES OR HELP ARE AVAILABLE? Respondents who asked this question did not differ from others in difficulty and success reports. They were more likely to name others and collectivities as barriers to getting complete answers.

WHAT ARE SOMEONE ELSE'S MOTIVES, FEELINGS, REASONS, OR WANTS? Respondents who asked questions in this class who had not yet got answers were both less likely to expect answers in the future and more likely to name others and collectivities as barriers to question-answering.

* The overall pattern that emerged, then, was for the most part a logical one. Questions pertaining to gaps in the future or past or gaps focusing on entities over which the asker has litte control were more likely to be reported as troublesome. Barriers seen to question answering fit this pattern.

* One finding that deserves special emphasis is the fact that questions pertaining to causes were seen as more difficult to answer and less likely to be helpful once answered.

Figure VI-6

Portrait of the most important question types for which respondents reporting significantly higher or lower difficulty and success in question answering and significantly more or less mention of different barriers to question answering.

Difficulty and Success

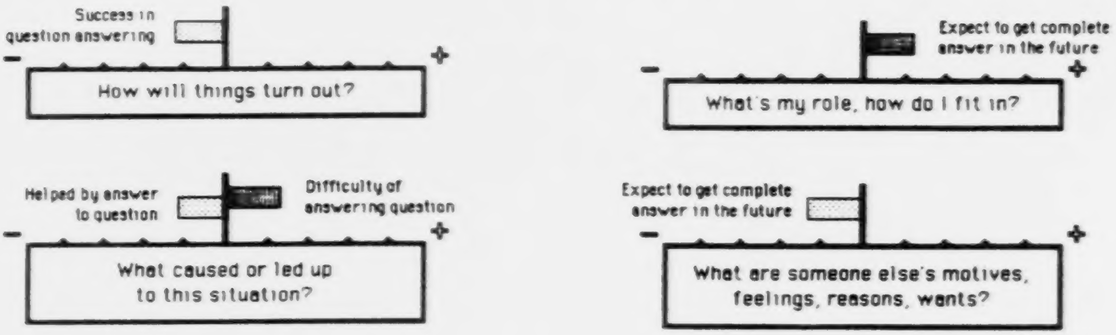

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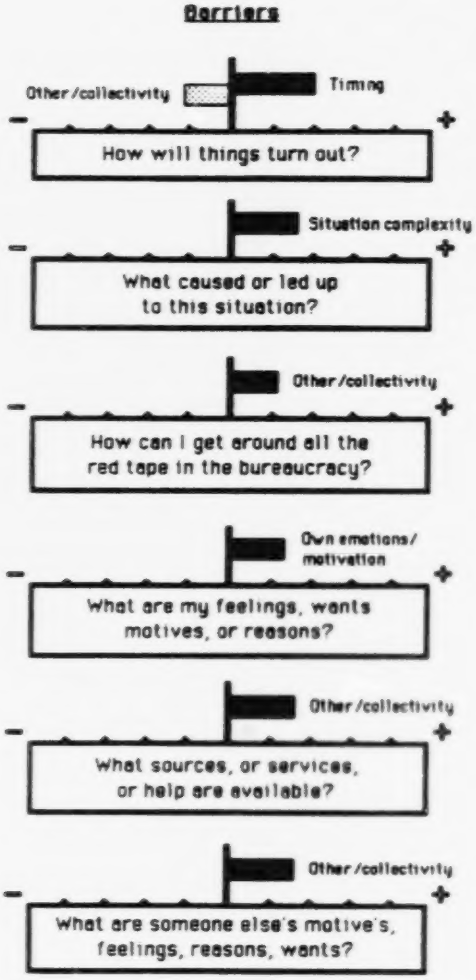
Figure VI-6 (continued)



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[a] Up to two portraits are presented for each question types -- one for difficulty and success measures, one for barriers. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

CHAPTER VII

STRATEGIES CALIFORNIANS USED TO MEET THEIR INFORMATION NEEDS

Chapter overview

This chapter focuses on the strategies Californians used to meet their information needs. Strategies in this study are defined as the sources respondents turned to in attempts to answer their questions. Of the 1040 respondents, 997 said they faced one or more gap situations in the past month. Of these, 773 articulated a most important question. These 773 respondents were asked which of a set of 13 different strategies they used to try to answer their most important questions. The set of strategies, listed in the next section of this chapter, were drawn from prior studies of average citizen information needs. For each strategy used, respondents were also asked how much of their answer was obtained: none (coded 1), some (2), or most (3).

A sample respondent

Our sample respondent´s most important question, as noted in Chapter IV, was:

> "Will I get fired if I blow up at one of those docs when he treats me like some kind of servant?"

Below is a record of her use of the selected list of strategies and an indication of how much of an answer she obtained from each.

Your own thinking or experience
USED - GOT MOST OF ANSWER THIS WAY

The media (TV, magazines, etc.)
USED - GOT SOME OF ANSWER THIS WAY

Authorities or professionals
DID NOT USE

Family members
DID NOT USE

Co-workers
USED - GOT NONE OF ANSWER THIS WAY

Friends of neighbors
DID NOT USE

Social service agencies
DID NOT USE

Business persons
DID NOT USE

Religious leaders
DID NOT USE

People in government
DID NOT USE

Libraries
USED - GOT SOME OF ANSWER THIS WAY

Schools or colleges
DID NOT USE

Other
DID NOT USE

Research questions

The specific research questions which this chapter seeks to answer are listed below with an indication in parentheses of what pages are devoted to each:

In general, what strategies did Californians' report using in attempts to answer their most important questions? (pp. VII-4 to VII-5)

How did Californians' reports of frequency of use of different strategies compare with their reports of the amount of their answers obtained? (pp. VII-6 to VII-7)

How did use of strategies differ for Californians in different gap situations? (pp. VII-6 to VII-10)

How did use of strategies differ for Californians who saw themselves as stopped in different ways in their gap situations? (pp. VII-11 to VII-12)

How did use of strategies differ for different sub-groups of Californians? (pp. VII-13 to VII-15)

How did teenage Californians differ from other Californians in their reports of strategy use? (pp. VII-16 to VII-17)

How did use of strategies differ for Californians who asked different most important questions? (pp. VII-18 to VII-20)

How did use of strategies differ in the 1984 versus 1979 Californian information needs studies? (pp. VII-21 to VII-22)

Data sources

The data analyzed in this Chapter were elicted in Phase 8 of the questionnaire as described in Chapter II and Appendix D. The actual tables supporting the findings are located in Appendix J. All findings are keyed to measurement and analysis sources so readers may track specific operations. The n standard is the 737 respondents who articulated most important questions.

IN GENERAL, WHAT STRATEGIES DID CALIFORNIANS' REPORT USING IN ATTEMPTS TO ANSWER THEIR MOST IMPORTANT QUESTIONS?

Data sources and presentation

Data for this question are drawn from Table 7-1 in Appendix J which shows the percentage of respondents who reported using each of the 13 strategies. The strategy use measures are identified as variable set 7-1 in Appendix D and Chapter II. The findings are presented in Figure VII-1 in bar graph form.

Findings

* The most used strategy, reported by 89% of the respondents, was own thinking/experience.

* Two additional strategies were reported by 52% or more of the respondents: authorities/professionals (58%) and family members (52%).

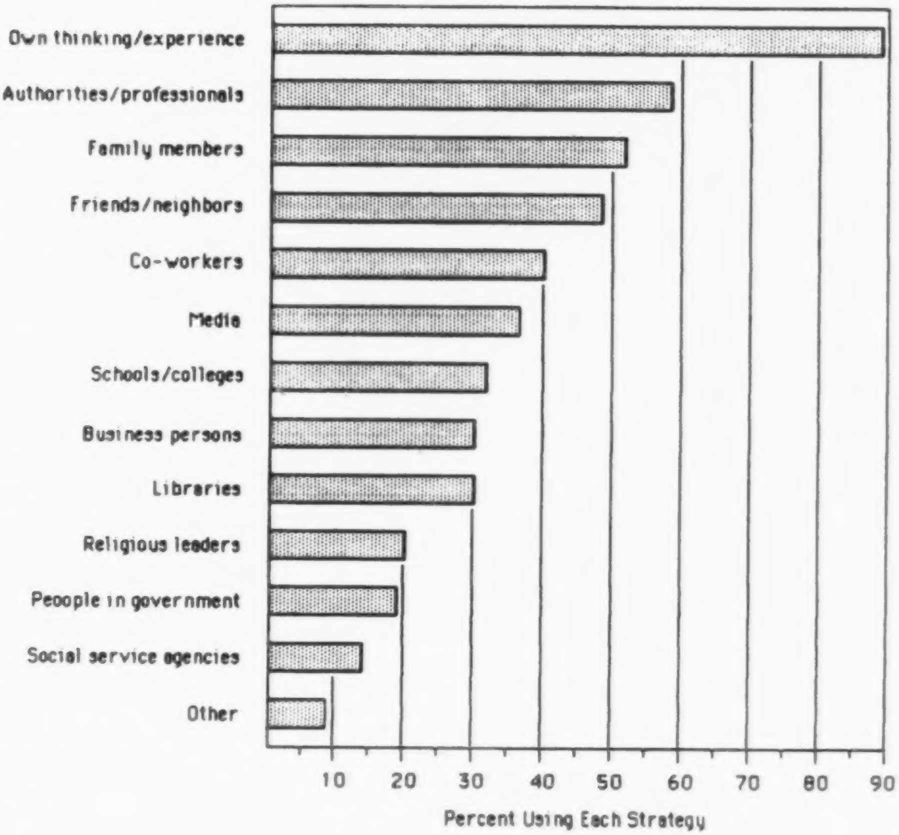
* Two stratagies were used by 40-48%: friends/neighbors, and co-workers. Three were used by 31-37%: media, business persons, and schools/colleges.

* The next group of strategies in terms of frequency of use were libraries, reported by 29%, and religious leaders, reported by 26%.

* The least named strategies included social service agencies (14%), people in government (19%), and other (9%).

Figure VII-1

Bar graph showing the percentage of respondents who reported using different strategies in attempts to get answers to their most important question.



HOW DID CALIFORNIANS' REPORTS OF FREQUENCY OF USE OF DIFFERENT STRATEGIES COMPARE WITH THEIR REPORTS OF THE AMOUNT OF THEIR ANSWERS OBTAINED?

Data sources and presentation

Data for this question are drawn from Table 7-1 in Appendix J which compares the frequency of citation of different strategies with the mean amount of answer scores. Respondents for the frequency of use measures are the 737 respondents who articulated most important questions in their gap situations analyzed in depth. Respondents for the mean amount of answer obtained measures consist, for each strategy, of only that subset of respondents who used that strategy. These ns varied from a low of 64 to a high of 657. The frequency of use measures are identified as variable set 7-1 in Chapter II and Appendix D. The amount of answer obtained measures are identified as variable set 7-2. The findings are presented in Figqure VII-2 showing which strategies were ranked higher or lower in terms of amount of answer obtained than in terms of frequency of use.

Findings

* In general, strategy rankings in terms of frequency of use were very similar to rankings in terms of amount of answer obtained. The rank order correlation was .81, significant at $p<.001$. Only four strategies changed ranks in the two lists by three or more places; only one by four or more.

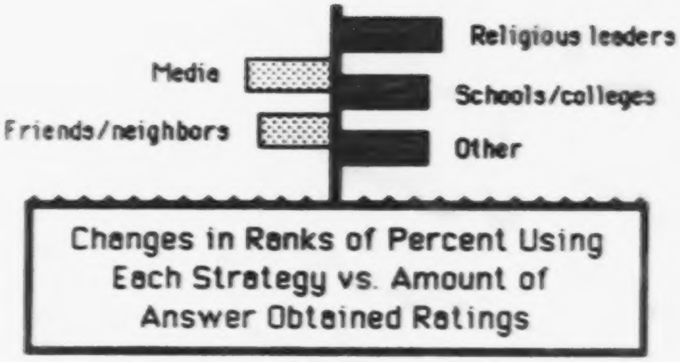
* The strategy which changed ranks most, four ranks, was religious leaders (up from 10 to 6). In general, then, while religious leaders were less often used they were more often found useful.

* Two additional strategies were found somewhat more useful than their level of use. Both changed ranks by three places: schools/colleges (up from 7.5 to 4); other strategies, (up from 13 to 9.5).

* Two strategies were found somewhat less useful than their level of use would indicate. Both changed ranks by three places: friends/neighbors (down from 4 to 7); and media (down from 6 to 9.5).

Figure VII-2a

Portrait of the change in ranks indicating emphasis on different strategies for answering questions in terms of frequency of use versus reports of amount of answer obtained.



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[a] The portrait shows the strategies which got higher ranks in terms of amount of answer obtained than they did in terms of frequency of use. It also shows those that got lower ranks. Only strategies which changed rank positions by three or more places are presented. Bars to the right of the center post indicate those questions which got higher ranks while bars to the left indicate those that got lower ranks. Notches indicate the number of rank positions changed starting at the center post and moving outward.

HOW DID USE OF STRATEGIES DIFFER FOR CALIFORNIANS IN DIFFERENT GAP SITUATIONS?

Data sources and presentation

Data for this question are drawn from Tables 7-2 and 7-3 in Appendix J which show the correlations between the types of gap situations and reports from respondents in these situations of their use of strategies to get answers. The gap situations are the five types identified for in-depth analysis according to procedures described under variable set 2-1 in Chapter II and Appendix D. Measurement of strategy use is reported under variable set 7-1. The number of respondents involved in the analyses are 737, all respondents with most important questions. For purposes of computing the correlations, the five gap situation types were formed into dummy variables coded 1 for respondents whose situations fell into a given type and 0 for those whose situations did not. The findings are shown graphically in Figure VI-3. In this figure, profiles are presented of the strategies which were significantly more or less used by respondents in different situations. It should be noted that a single significant correlation tells whether respondents in a given situation type were more or less likely to make a particular report when compared to all other respondents in all other situation types.

Findings

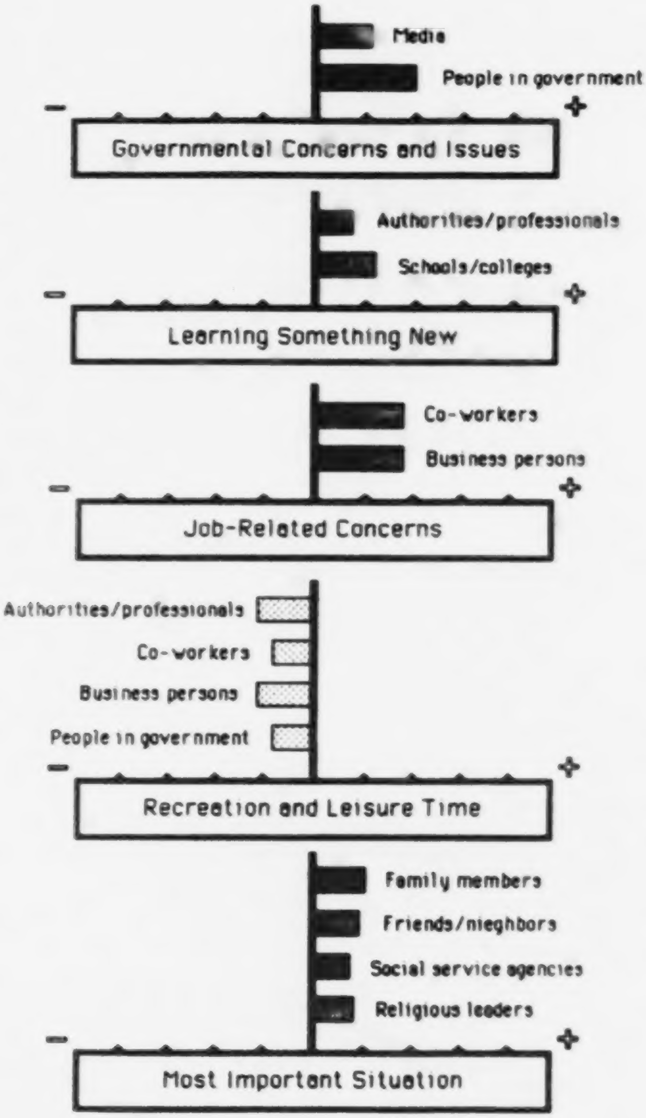
* Results showed generally that strategy use was high. On the average, respondents reported using 4.8 of the 13 strategies. Results showed that each gap situation had its own distinctive pattern of significances. The specific findings were:

> Respondents in governmental situations were more likely to report use of media and people in government than were respondents in other situations.
>
> Respondents in learning something new situations were more likely to report use of authorities/professionals and schools/colleges.
>
> Respondents having job-related concerns were more likely to report using co-workers and business persons.
>
> Respondents in recreation/leisure time situations were less like to report using authorities/professionals, co-workers, business persons, and people in government.
>
> Respondents in most important situations were more likely to use family members, friends/neighbors, social service agencies, and religious leaders.

* In general, the pattern of the findings fit either logical expectations or expectations from past research. Strategy use in more important situations has been shown to rely more heavily on peer-kin sources than in other situations. More important situations also tend to be more life-threatening so the greater emphasis on social service agencies and religious leaders is also expected. The rest of the findings indicate greater use of sources relevant to the situation and, in the case of recreation/leisure time situations, less use of nonrelevant sources.

Figure VII-3a

Portrait of the gap situations which showed significantly higher or lower use of different strategies for question answering.



aA portrait is presented for each of the five gap situation types. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID USE OF STRATEGIES DIFFER FOR CALIFORNIANS WHO SAW THEMSELVES AS STOPPED IN DIFFERENT WAYS IN THEIR GAP SITUATIONS?

Data sources and presentation

Data for this question are drawn from Tables 7-4 and 7-5 in Appendix J which show the strategies which were more or less likely to be used by Californians when they saw themselves as faced with different stops in their gap situations. The stop measures are the six stops identified according to procedures described under variable set 5-3 in Chapter II and Appendix D. Measurement of strategy using is identified as variable set 7-2. The number of respondents in the analyses are 737, all respondents with most important questions. For purposes of computing the correlations, the six stop types were formed into dummy variables coded 1 for respondents whose situations fell into a given type and 0 for those whose situations did not. The findings are shown graphically in Figure VII-4. In this figure, profiles are presented of strategies which were significantly more or less likely to be used by respondents facing different situations. It should be noted that a single significant correlation tells whether respondents in a given stop were more or less likely to make a particular report when compared to all other respondents in all other stops.

Findings

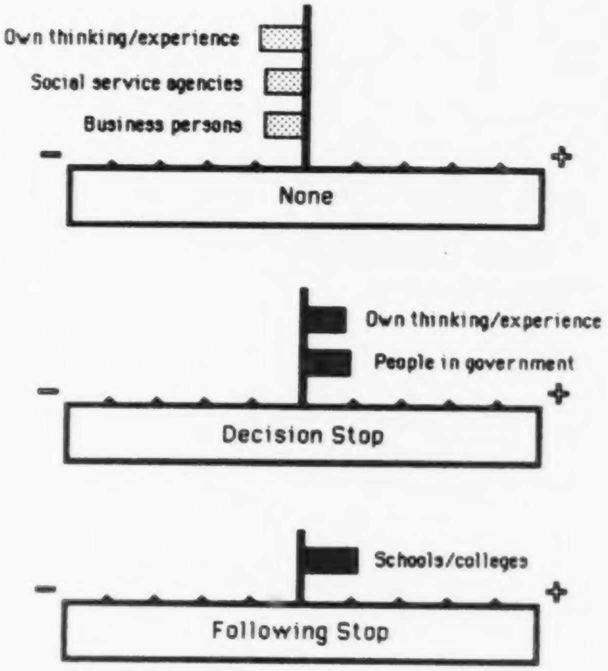
* Results generally showed few significant correlations between the stop measures and strategy use measures. In general, then, which stop respondents saw themselves as facing did not make much difference in what strategy they used to answer their questions.

* The stop measure that showed the most significant relationships, three out of 13 strategies, was actually the measure that indicated that respondents saw none of the stops as applying to them. These respondents were less likely than respondents in the stops to say they used their own thinking/experience, social service agencies, or business people.

* Two stops showed one or two significant correlations. Respondents in decision stops were more likely than others to say they used their own thinking/experience and people in government. Respondents in following situations were more likely to report using schools/colleges as sources.

Figure VII-4

Portrait of the stops which showed significantly higher or lower use of different strategies for question answering.



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aA portrait is presented for each of the three stop measures with significant correlations. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID USE OF STRATEGIES DIFFER FOR DIFFERENT SUB-GROUPS OF CALIFORNIANS?

Data sources and presentation

Data for this question are drawn from Tables 7-6 and 7-7 in Appendix J which show the correlations between demographic sub-group measures and reports of using strategies to answer questions. The demographic measurements are described under variable set 12 in Chapter II and Appendix D. The strategy use measures are identified as variable set 7-1. The number of respondents involved in the analyses is 737, all respondents with most important questions. The n's sometimes drop below this standard as a result of missing data on demographic measures. The findings are shown graphically in Figure VII-5. In this figure, profiles are presented of the strategies which different demographic sub-groups were significantly more or less likely to use.

Findings

* In general, results showed significant differences in strategy use for nearly all of the demographic measures. The specific findings were:

> Respondents with more education and higher incomes were more likely than other respondents to report using: own thinking/experience, authorities/professionals, co-workers, business persons, and people in government. In addition, respondents with more education were less likely to report using family members and schools/colleges.
>
> Male respondents were more likely than female respondents to report using libraries and authorities/professionals.
>
> Minority respondents were more likely in general than Anglo-Whites to report using schools/collges. The exception to this was Asian respondents who reported more use of both libraries and schools/colleges. An additional finding in this group showed heavier reliance by on family/neighbors by American Indians.
>
> Older respondents relied more on religious leaders and people in government and less on family members, friends/neighbors, co-workers, and schools/colleges.
>
> Respondents from larger families relied more than other respondents on family members, friends/neighbors, and schools/colleges. Another finding showed that respondents with more children in their households were also more likely than other respondents to report using schools/colleges.

* The general patterns in the findings can be clustered, as demographic findings in prior chapters were, into several groups. One group of findings suggest that the "haves" in society differ from the "have-nots" in their source-using. The most prominent of findings supporting this conclusion showed more educated, higher income respondents placing more reliance on "expert" sources than less educated, lower income respondents. Other related findings showed males use authorities/professionals and libraries more. A second group of findings suggest that access and exposure play roles

in source-using. Younger people were more likely to use schools/colleges, for example. A third class of findings reflect the cultural/environmental milieu within which individuals live. Older respondents showed more isolation from peer-kin networks, for example; respondents from larger households showed more reliance on family members; Asians (countering the general trend for minorities) showed more reliance on libraries and schools/colleges; American Indians showed more reliance on friends/neighbors.

* In earlier findings it was noted that in general 29.2% of respondents used libraries in their attempts to get answers to their most important questions. The demographic results show that only two demographic groups were significantly more likely to use libraries than this average: Asians and males.

Figure VII-5[a]

Portrait of the demographic sub-groups which showed significantly higher or lower use of different strategies for question answering.

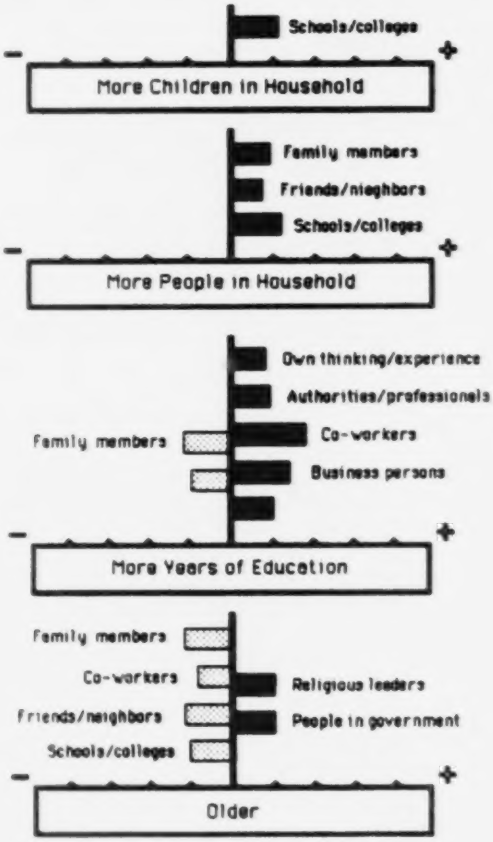

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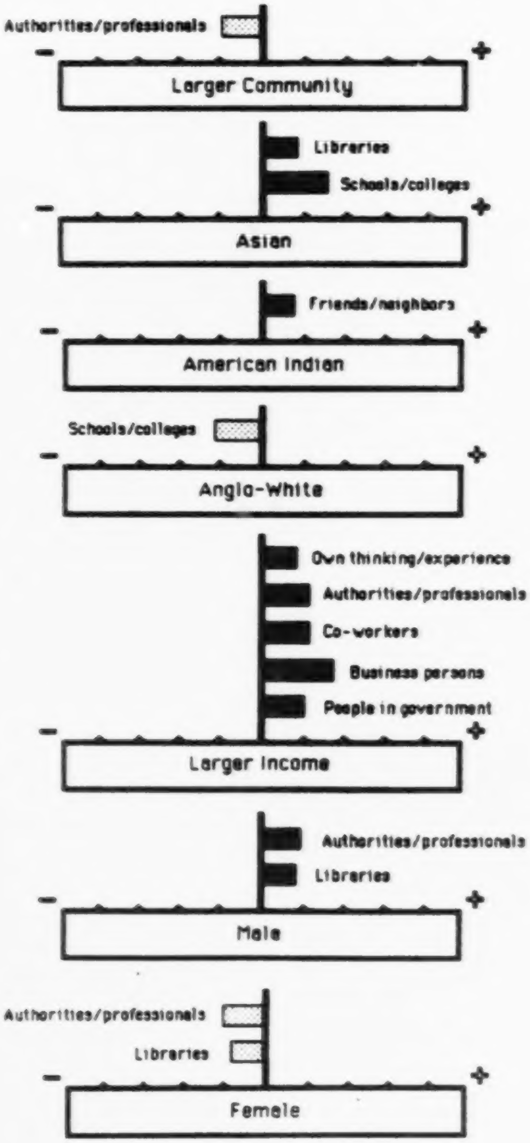
Figure VII-5 (continued)



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aA portrait is presented for each of the different demographic measures which showed one or more significant correlations. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID TEENAGE CALIFORNIANS DIFFER FROM OTHER CALIFORNIANS IN THEIR REPORTS OF STRATEGY USE?

Data sources and presentation

Data for this question are drawn from Tables 7-8 and 7-9 in Appendix J which show the strategies which teen respondents (age 12-17) were more or less likely to use than other Californians. The age variable is identified as variable set 12-14 in Chapter II and Appendix D. The strategy use measures are identified as variable set 7-1. There were 84 teens out of 737 respondents who had most important questions and, thus, were asked about their strategy using. The n standard for this analysis is 737. The teen measure is constructed as a dummy variable: coded 1 if a respondent was aged 12-17; coded 0 otherwise. The findings are shown graphically in Figure VI-6.

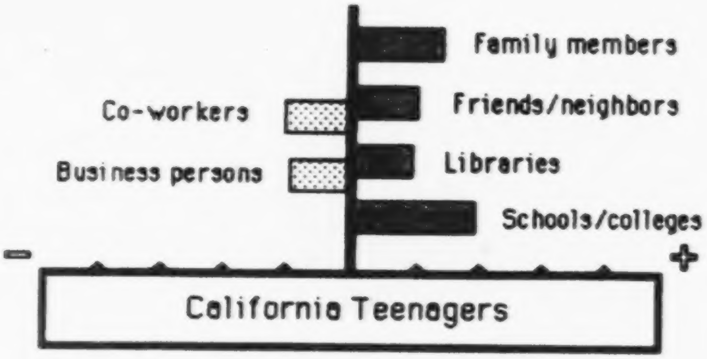
Findings

* Findings showed significant correlations on seven of the 13 strategies. The pattern of the results was logical. Teens used strategies to which they had greater access.

* Strategies significantly more used by teens included: family members, friends/neighbors, libraries, and schools/colleges. Strategies less used included co-workers and business persons. All other strategies were as likely to be used by teens as by other respondents.

Figure VII-6a

Portrait of the strategies for question answering which teens were more or less likely to report using when compared with other Californians.



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aIn the portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID USE OF STRATEGIES DIFFER FOR CALIFORNIANS WHO ASKED DIFFERENT MOST IMPORTANT QUESTIONS?

Data sources and presentation

Data for this question are drawn from tables 7-10 and 7-11 in Appendix J which show the correlations between the types of questions asked and reports by respondents of the strategies they used to get answers. The question type measures are identified as variable set 4-1 in Appendix D and Chapter II. The strategy use measures are in variable set 7-1. The number of respondents involved is 737, all respondents who articulated most important questions. For purposes of computing the correlations, the question types were constructed as dummy variables coded 1 if the respondent asked a given question, 0 if he/she did not. The findings are presented in Figure VII-7. In this figure, profiles are presented of the strategies which were significantly more or less likely to be used to answer different questions. It should be noted that a single significant correlation tells whether respondents who asked a given question were more or less likely to make a particular report when compared to all other respondents who asked all other questions.

Findings

* Results showed relatively few differences in strategy use as predicted by type of question asked. Nine of the 18 questions showed significant differences. Only one showed significant differences on more than one strategy. The specific findings, organized in terms of which strategies were more or less used for which questions, were:

OWN THINKING/EXPERIENCE. Respondents who asked three questions were less likely to use their own thinking/experience as a question-answering strategy. The three questions were: "How are things related to each other?"; "What causes or led up to this situation?"; and "Are there other ways I can think about this situation?".

FRIENDS/NEIGHBORS. Respondents who asked "What's going on in this situation?" were less likely to use this strategy. Respondents who asked "What are my feelings, wants, motives, or reasons?" were more likely. Respondents who asked "What sources, or services, or help are available?" also used this source more.

SOCIAL SERVICE AGENCIES. This strategy was more often named by respondents who asked "Can I avoid or get away from bad consequences?" and respondents who asked "What are my options, what's the best thing to do?" than by respondents who asked other questions.

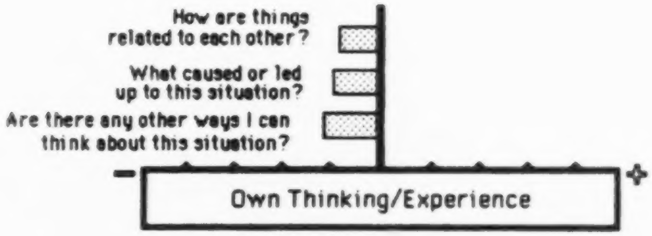
LIBRARIES. Respondents who asked "How, or when, or where can I do something" were less likely to report using libraries as a source than respondents asking other questions.

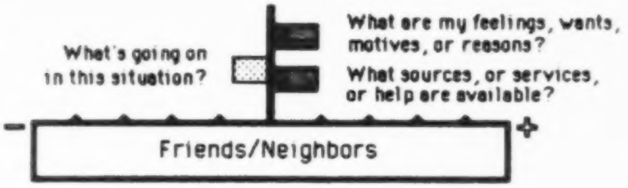
RELIGIOUS LEADERS. Respondents who asked "What sources, or services, or help are available" reported significantly more use of this source (along with friends/neighbors). They also reported significantly more use than other respondents asking other questions of the "other" category of question-answering strategy.

* The general pattern suggests that, for some kinds of questions, askers are more likely to move outward beyond self and the peer-kin network in attempts to get answers. These questions include those focusing on describing how things are related and caused in situations, ways of thinking differently, and ways of moving and avoiding bad consequences. The results also suggest that there are some kinds of questions to which askers move more inward to get answers: questions attempting to clarify one's own wants and feelings and those trying to identify sources of help.

Figure VII-7

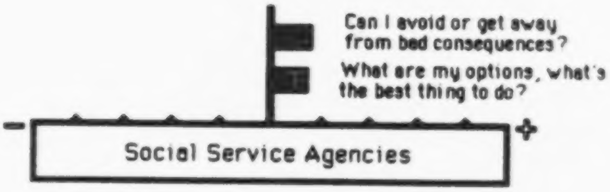
Portrait of the most important question types for which respondents reported significantly higher or lower use of different strategies for question answering.

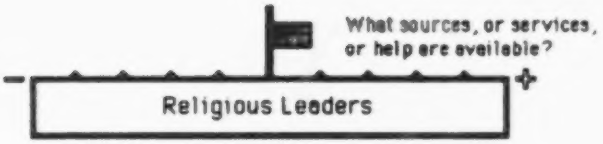


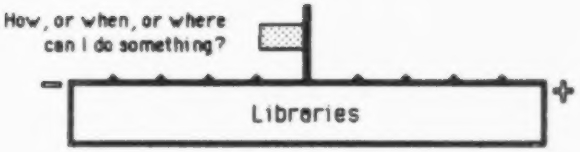


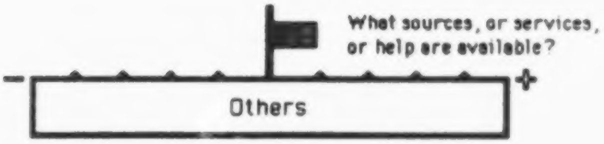
(continued)

Figure VII-7 (continued)









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[a] A portrait is presented for each of the strategies which was significantly more or less likely to be used to answer one or more question types than it was for other question types. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

HOW DID USE OF STRATEGIES DIFFER IN THE 1984 VERSUS 1979 CALIFORNIAN INFORMATION NEEDS STUDIES?

Data sources and presentation

The 1979 findings are extracted from Palmour et al. 1979. Both the 1979 and 1984 data sets are shown in Table 7-12 in Appendix J. The strategy use measures are identified as variable set 7-1 in Chapter II and Appendix D. In the 1984 study, 284 respondents described their most important situations. It is this subset of the 1984 respondents whose data provides a comparison base to the 1979 data. Of the 284 respondents, 230 articulated most important questions and are included in this analysis. In the 1979 study, 502 of the 646 respondents had most important questions. Of these, 494 responded to the strategy use measures. Results are shown graphically in Figure VII-8.

Findings

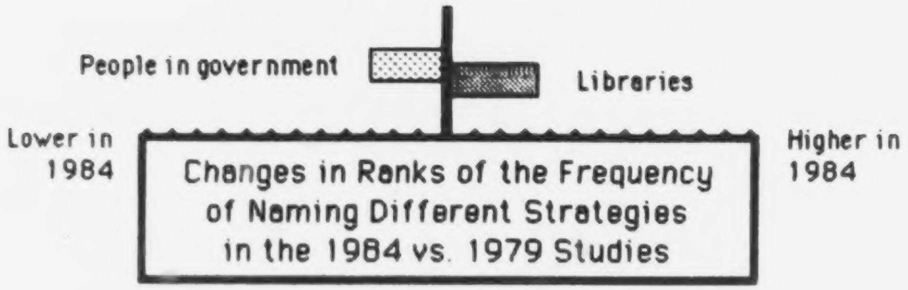
* After questionnaire administration differences were taken into account, results showed that the rank orderings of the frequency with which different strategies were used in 1979 versus 1984 were significantly correlated. In general, more frequently used strategies in 1979 were also more frequently used in 1984. In fact, only two strategies changed ranks by more than one place in the rank orderings of the nine strategies that could be compared.

* The two strategies that changed rank places were libraries (up from rank 7.5 to rank 4), and people in government (down from 5 to 8).

* While the rank orderings stayed much the same, it is important to note that, in general, respondents in the 1984 study reported using more strategies to answer their questions. Average use of the nine strategies that could be compared rose from 1.9 per respondent to 3.5. This accounts for such significant absolute percentage increases between 1979 and 1984 as an increase of 22% for libraries (up from 7% to 29%); 35% for own thinking/experience (up from 52% to 87%); and 34% for authorities/professionals (up from 23% to 57%).

Figure VII-8

Portrait of the change in ranks of the frequency with which different strategies for question answering were named in the 1979 versus 1984 studies.



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[a] The portrait shows the strategies which got higher ranks in the 1984 study than in the 1979 study. It also shows those that got lower ranks. Only strategies which changed rank positions by three or more places are presented. Bars to the right of the center post indicate those questions which got higher ranks while bars to the left indicate those that got lower ranks. Notches indicate the number of rank positions changed starting near the center post and moving outward. Some strategies were not compared because of marked differences in questionnaire presentation in the 1979 versus 1984 studies.

CHAPTER VIII

CALIFORNIANS AND LIBRARY USE

Chapter overview

This chapter focuses on Californians' descriptions of their last use of a library. These descriptions involved assessing whether respondents could recall their last library uses; what purposes they had for their contacts with libraries; and how they saw these contacts as helping/ facilitating them or hindering/blocking them. This is the first known use of elements of the Sense-Making approach in describing library use behaviors. In all, 844 respondents of the total 1040 were able to recall their last library use. It is these respondents who were asked to describe that use in detail.

It is important to emphasize that the data presented here are a report of how respondents talked about their last library use given a series of open-ended questionnaire items. There is no doubt that the results would be different if data were collected in a more structured, close-ended approach. The purpose here, however, was to allow respondents to define their last use totally in their own terms. The data represents, therefore, a "cognitive" father than a behavioral profile of library use.

A sample respondent

The same sample respondent (a 28-year old black female with 16 years of education) used in prior chapters is used here. Below is a record of her responses to the set of last library use questions.

Can you recall the last time you had contact with a library?
YES

How long ago was this contact?
TWO MONTHS AGO

Describe it briefly -- what happened?
I WENT TO SEE IF I COULD GET SOME INFORMATION ON HOW TO HANDLE A SEXIST BOSS SO I COULD BEGIN TO DEAL WITH WHAT WAS HAPPENING AT WORK.

Did this contact help you in any way?
YES

How did it help you?
I FOUND A BOOK AND IT HELPED ME THINK OF ALTERNATIVE WAYS TO COPE.

Did this contact hinder, block you, or not help you in any way?
YES

How did it hinder you?
IT WAS HARD TO FIND PARKING AND IT TOOK MORE TIME THAN I WANTED TO SPEND.

Research questions

The specific research questions which this chapter seeks to answer are listed below with an indication in parentheses of what pages in this chapter are devoted to each.

How recently did Californians have their last contact with a library? (pp. VIII-3)

What reasons did Californians have for making this last contact with a library? (pp. VIII-4 to pp. VIII-5)

How did reasons for use compare for Californians whose last library contact varied in terms of how long ago it occurred? (pp. VIII-6 to pp. VIII-7)

What helps did Californians see themselves getting from their last contact with a library? (pp. VIII-8)

How did helps from library contact differ for Californians whose last library contact varied in terms of how long ago it occurred? (pp. VIII-9)

What hindrances did Californians see arising from their last contact with a library? (pp. VIII-10)

How did hindrances from library contact differ for Californians whose last library contact varied in terms of how long ago it occurred? (pp. VIII-11)

How did demographic sub-groups of Californians differ in their last library use portraits? (pp. VIII-12 to pp. VIII-17)

How did teenage Californians differ from other Californians in their last library use portraits? (pp. VIII-18 to pp. VIII-19)

Did Californians who differed in terms of the recency of their last library contact differ in the profile of their sense-making while facing gap situations? (pp. VIII-20)

Data sources

The data analyzed in this chapter were elicted in Phase 11 of the questionnaire as described in Chapter II and Appendix D. The tables supporting the findings are located in Appendix K. All findings are keyed to measurement and analysis sources so readers may track specific operations. The n standard is 844, the number of respondents who recalled their last library use.

HOW RECENTLY DID CALIFORNIANS HAVE THEIR LAST CONTACT WITH A LIBRARY?

Data sources and presentation

Data for this question are drawn from Table 8-1 in Appendix K showing the percentage of respondents who reported differing time periods for their last library use. The recency of library use measure is identified as variable set 11-2 in Appendix D and Chapter II. The findings are presented in Figure VIII-1 in bar graph form.

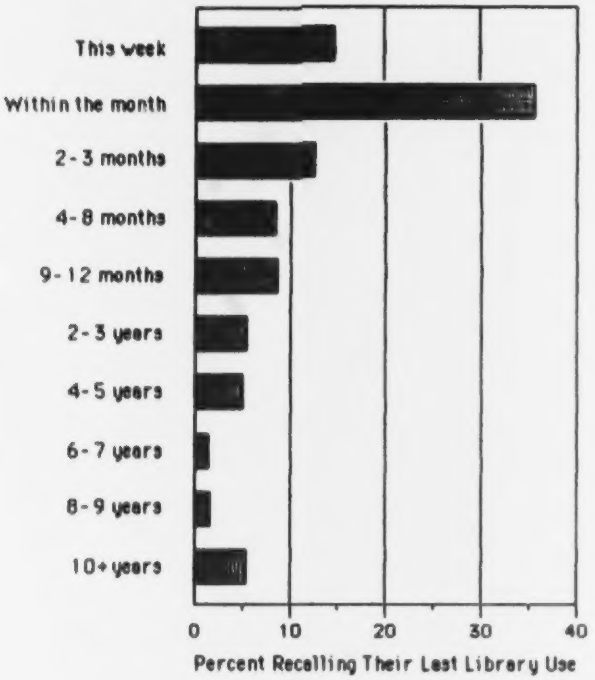
Findings

* A total of 19% of the 1040 respondents could not recall a last library use.

* The average number of weeks since the last contact with a library for the 844 respondents who could recall was 88.7 weeks or 1.7 years. Just over 50% of the respondents said they had a contact within the last month; 15% said in the past week. For the remainder of respondents, the range was from two to three months to ten or more years.

Figure VIII-1

Bar graph showing percentage of Californians reporting differing time periods for their last library use.



WHAT REASONS DID CALIFORNIANS HAVE FOR MAKING THEIR LAST CONTACT WITH A LIBRARY?

Data sources and presentation

Data for this question are drawn from Tables 8-2 and 8-3 in Appendix K. These tables show the percentage of the 844 respondents who could recall their last library contact only citing different reasons for making that contact. The reasons for contact measures are identified as variable set 11-5 in Chapter II and Appendix D. The percentages of respondents who gave each of 15 different major classes of reasons are shown in bar graph form in Figure VIII-2.

Findings

* Respondent answers were content analyzed along three dimensions with a given respondent codeable in as many of three places in the overall scheme. The three dimensions were:

> Whether a context for the use of the library was specified, i.e., whether the purpose was related to a specific project or effort for school, work, home, or leisure.
>
> Whether specific materials or services were mentioned: non-fiction or fiction books, newspapers or magazines, films or records or tapes, or other library services (copy machines, attending meetings, using typewriters, seeing exhibits, getting tax forms and so on).
>
> Whether other purposes were mentioned: paying fines, getting library cards, accompanying someone else, socializing, resting and passing time, and so on.

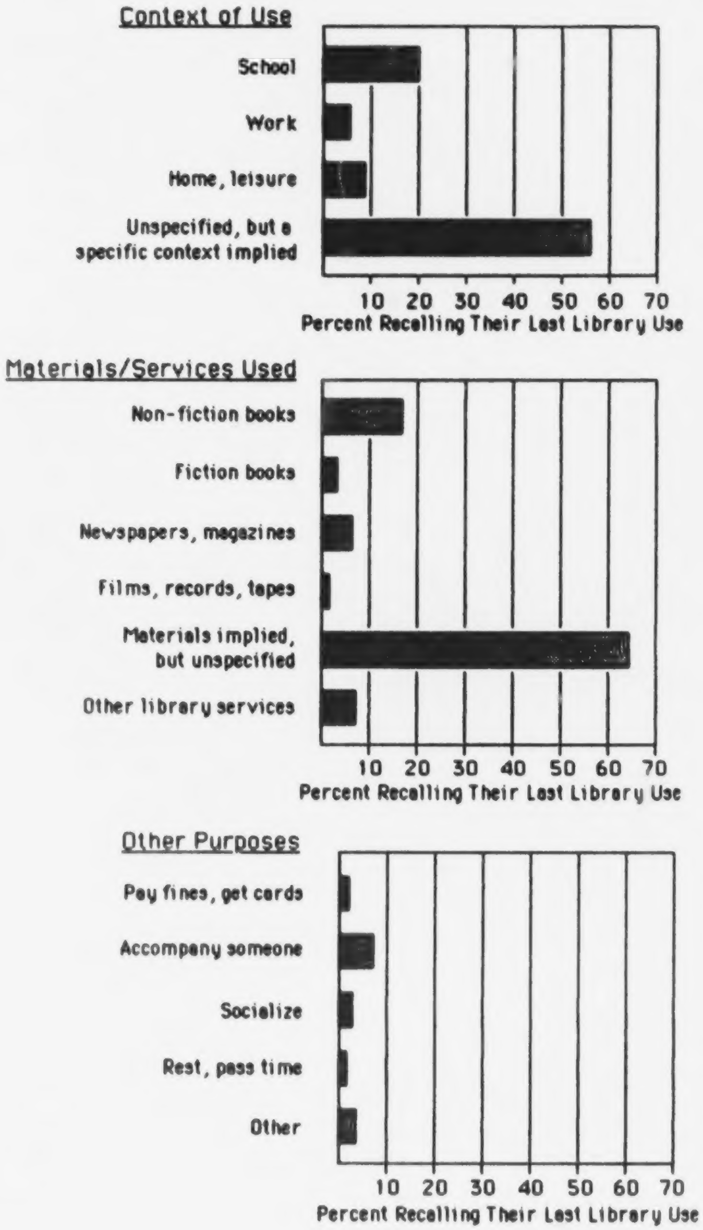
* The percentages of respondents who specified each reason are listed in Table 8-2 in Appendix K. In terms of major categories, results showed that 20% of the respondents made contact with a library for a school project, 6% for a work related project, and 10% for home and leisure related projects. In all, 56% of the respondents implied a specific context of use but did not provide details sufficient for coding.

* 17% of the respondents said they went to the library during their last contact specifically to get non-fiction books; while 4% said they were specifically to get fiction books. Other specific materials mentioned were newspapers and magazines, (6%); films, records, tapes, (1%); and a battery of other library services, (7%). In the latter category, results showed 2% used the copy machine; 1% each attended meetings, or used typewriters, or saw exhibits; and 2% picked up tax forms. In all, 65% mentioned materials (books, information, materials) but did not provide details sufficient for more refined coding.

* In a roster of other purposes for library contact, the most frequently mentioned by (8% of respondents) was accompanying someone else to the library. In addition, 2% said they went to socialize; 1% to pay fines and get library cards; and 1% to rest or pass time. A total of 3% gave a variety of other reasons.

Figure VIII-2

Bar graph showing percentage of Californians reporting different major reasons for their last library use.



HOW DID REASONS FOR USE COMPARE FOR CALIFORNIANS WHOSE LAST LIBRARY CONTACT VARIED IN TERMS OF HOW LONG AGO IT OCCURRED?

Data sources and presentation

Data for this question come from Table 8-4 in Appendix K which shows the percentage of respondents in each of seven recency of use categories who named each of the different reasons for their last library contact. The recency of use measure is described as variable set 11-2 in Appendix D and Chapter II. The reasons for use measures are variable set 11-5. The significant findings are presented in Figure VIII-3 as a series of bar graphs.

Findings

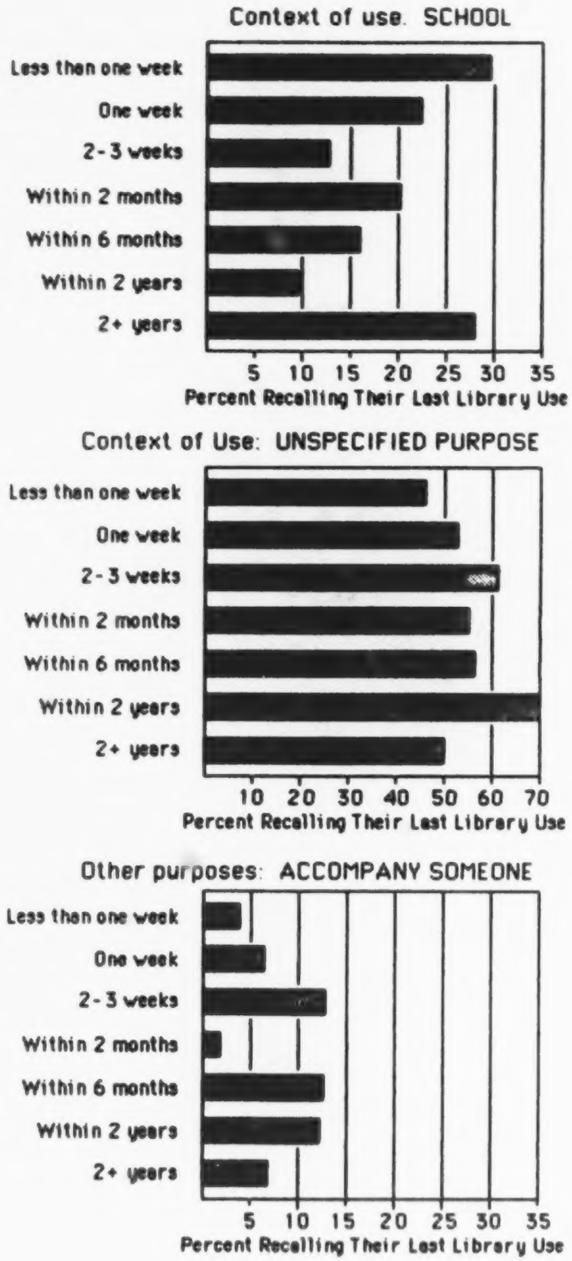
* Of the 15 different dummy variable measures describing the reasons for last library contact, the recency of use measure related significantly to only three. The specific findings were:

> The highest use for school projects was shown for respondents whose contact was less than a week ago and those whose contact was two or more years ago. The lowest use for school, significantly lower than both these extremes, was for respondents whose contact occurred more than six months ago and within 2 years. The result of these findings is a U-shaped pattern, moving from high to low and back to high.
>
> Exactly the opposite pattern emerged for use of the library for an unspecified project. Here respondents with the most recent contacts and the least recent showed the lowest percentages for this reason while the respondents in the more than six months but less than two years category showed the highest.
>
> The other significant finding showed that three groups of respondents (those whose contact occurred two to three weeks ago; two to six months ago; and six months to two years ago) were significantly more likely to say they accompanied someone to the library than respondents whose contact was most recent (less than one week) or respondents whose contact occurred one to two months ago.

* The few significant relationships obtained were complex and conclusions are difficult. One pattern that emerged was that respondents with the least recent contacts were those with distant school contacts and those with the second least recent contacts included many whose use descriptions made reference to some unspecified project or purpose but less reference to school projects specifically.

Figure VIII-3

Bar graphs comparing the reasons for last library use for Californians with different recencies of last library use.



WHAT HELPS DID CALIFORNIANS SEE THEMSELVES GETTING FROM THEIR LAST CONTACT WITH A LIBRARY?

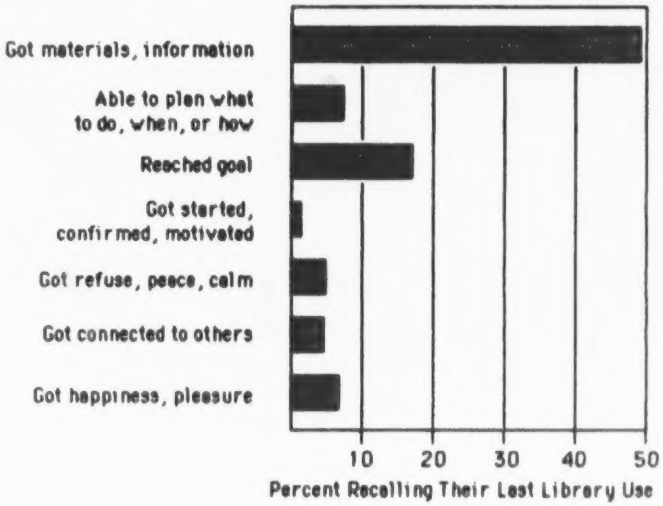
Data sources and presentation
Data for this research question are drawn from Table 8-5 and 8-6 in Appendix K showing the percentage of the 844 respondents who could recall their last library use and who reported getting different helps from that use. The help measures are described as variable set 11-2 and 11-6 in Appendix D and Chapter II. Results for the major categories of helps are presented in a bar graph in Figure VIII-4.

Findings
* In all, 80% of the respondents said they were helped in some way by their last library contact.

* The most frequent major category of help, named by 49%, was getting materials or information. Second most frequent, named by 18%, was being able to reach a goal. Third most frequent was getting happiness and pleasure, named by 8%; and being able to plan what to do, when, or how to do it, also named by 8%. Least frequently named were getting refuge, peace, and calm, named by 5%; getting connected to other people, named by 4%; and getting started, confirmed, or motivated; named by 1%.

Figure VIII-4

Bar graph showing the different major categories of helps Californians reported from their last library use.



HOW DID HELPS FROM LIBRARY CONTACT DIFFER FOR CALIFORNIANS WHOSE LAST LIBRARY CONTACT VARIED IN TERMS OF HOW LONG AGO IT OCCURRED?

Data sources and presentation

Data for this question come from Table in Appendix K. The helps measures are identified as variable set 11-6 in Chapter II and Appendix D. The recency of use measure is identified as variable set 11-2.

Findings

* Recency of library use showed a significant relationship to only one of the seven help measures - reached goal. The pattern of the results was such that respondents who used the library most recently were more likely to say the contact helped them reach a goal than other respondents and significantly more likely than several of the shorter recency sub-groups. It is important to note that this result does not necessarily imply that respondents indicating less recent use did not reach their goals. It may be that the result is a product of articulation differences between those describing more and less recent experiences.

WHAT HINDRANCES DID CALIFORNIANS SEE ARISING FROM THEIR LAST CONTACTS WITH LIBRARIES?

Data sources and presentation

Data for this question come from Table 8-8 in Appendix K. The hindrance measures are identified as variable set 11-4 and 11-7 in Appendix D and Chapter II.

Findings

* Only 6% of the 844 respondents who could recall their last library use cited any hindrances arising from the contact.

* Most of the hindrances named fell into the class of "did not get materials/information," named by over 80% of those hindered. A diversity of other hindrances was named ranging from being unable to plan and accomplish things, being unable to avoid bad situations, being unable to calm down or rest, or not getting pleasure. In all, 2% of the respondents named these other reasons.

HOW DID HINDRANCES FROM LIBRARY CONTACT DIFFER FOR CALIFORNIANS WHOSE LAST LIBRARY CONTACT VARIED IN TERMS OF HOW LONG AGO IT OCCURRED?

Data sources and presentation

Data for this question come from Table 8-9 in Appendix K. The hindrance measures are described in variable set 11-7 in Appendix D and Chapter II. The recency of use measure is described as variable set 11-2. Respondents include the 844 who recalled their last library use.

Findings

* Results show a significant difference between recency groups on reports of not getting materials/information. Respondents whose contact was most recent (less than one week) were significantly more likely to report this hindrance (10% did so), than respondents whose contact was least recent (2 or more years ago.) None of the latter group cited that reason. The most recent respondents were also significantly higher on this measure than respondents whose contact was more than one week ago but less than two. While 10% of the former cited this hindrance, only 1% of the latter did.

* It is interesting to note that the next to least recent respondents again show a different pattern (as they did in prior findings in this chapter). In all, 7% of the respondents whose last contact was between six months to two years ago cited the did not get materials/information hindrance. This was significantly greater than for the two years plus respondents.

HOW DID DEMOGRAPHIC SUB-GROUPS OF CALIFORNIANS DIFFER IN THEIR LAST LIBRARY USE PORTRAITS?

Data sources and presentation

Data for this question are drawn from Table 8-10 in Appendix K. The demographic measures are identified as variable set 12 in Appendix D and Chapter II. The measures profiling respondents' most recent library use are identified as variable set 11. The n standard is 844, the number of respondents who could recall their last library use. The n's may fall below this on specific demographic measures due to missing data. Results are presented graphically in Figure VIII-5 which shows the most recent library use profiles of different demographic sub-groups.

Findings

* A sizeable number of significant correlations were obtained between the demographic measures and the various measures profiling respondents' last library use. The specific findings were as follows:

> MORE CHILDREN IN FAMILY: Respondents whose families had more children were more likely to recall their last library use and more likely to have had contact more recently. They were also more likely to say the reason for their last contact was to accompany someone to the library. They were less likely to say they were helped, more likely to say they were hindered. They were more likely to cite a hindrance other than not getting materials and information.
>
> MORE PEOPLE IN HOUSEHOLD: Respondents whose families had more people in them showed a similar but more complex pattern. They were more likely to recall their last library use and more likely to report a more recent contact. They were more likely to say the contact was for school purposes and that they did not use non-materials library services such as copying and typewriter rentals. They were more likely to say the reason for their contact was that they accompanied someone; they were less likely to say they made contact to pay library fines or get library cards. And, they were less likely to say they got happiness or pleasure as a result of their contact.
>
> MORE EDUCATED: More educated respondents were also more likely to recall their last library use than other respondents. They were, however, not more likely to report a recent contact. Their contacts were less likely to be reported as school oriented than those of other respondents; more likely to be reported as work oriented. They were more likely to say they didn't make contact to socialize. And, they were more likely to say they were helped and specifically helped because they got materials and information and because they were able to plan what to do, when, or how to do it.
>
> OLDER: Older respondents were less likely than younger respondents to recall their last library use and more likely, when recalling, to cite a more distant time of contact. They were less likely than younger respondents to say they made their

contact for a school purpose but they were more likely to say it was for a home/leisure purpose or some unspecified purpose. They were more likely to say they made contact to get newspapers or magazines or use other non-materials library services. While older respondents were not more likely than younger respondents to say they were helped generally by their contact, they were were more likely to say they were helped by being connected to others and getting happiness and less likely to say they were helped to reach a goal. Compared to younger people, they were also less likely to say they were hindered in any way and specifically to say they were hindered in ways other than not getting materials or information.

LARGER COMMUNITIES: Respondents from larger communities showed few differences from respondents from smaller communities. They were more likely to say they made their most recent library contact to get newspapers or magazines. They also indicated they were less likely to be helped by their contact because they connected to other people. And, they were less likely to say they were hindered in ways other than not getting materials and information.

HISPANIC: Hispanic respondents showed few differences from other respondents. They were more likely to report a last use of the library for a school project and for socializing. They were less likely to report using other non-materials library services such as copying. They were more likely to indicate they had been hindered in ways other than not getting materials and information.

BLACKS: Black respondents were more likely than other respondents to recall their last library use. They were also more likely to indicate that the purpose of that contact was to socialize. They were also more likely to indicate that they were helped by their contact by getting started/confirmed/motivated. In addition, they were more likely to indicate they were hindered by not being able to get materials/information.

ASIANS: Asian respondents did not differ significantly from other respondents in any way in terms of the profile of last library use.

AMERICAN INDIANS: American Indian respondents differed from other respondents in only two ways: they were less likely to indicate they were helped by their last contact with a library and more likely to indicate that the purpose of the visit was to socialize.

ANGLO-WHITES: Comparing Anglo-Whites to all minorities showed that the Anglo-Whites were less likely to indicate they used their last library contact for a school purpose or to socialize and more likely to have used it to accompany someone or for non-materials library services. They were also more likely to indicate they got happiness/pleasure from their visit.

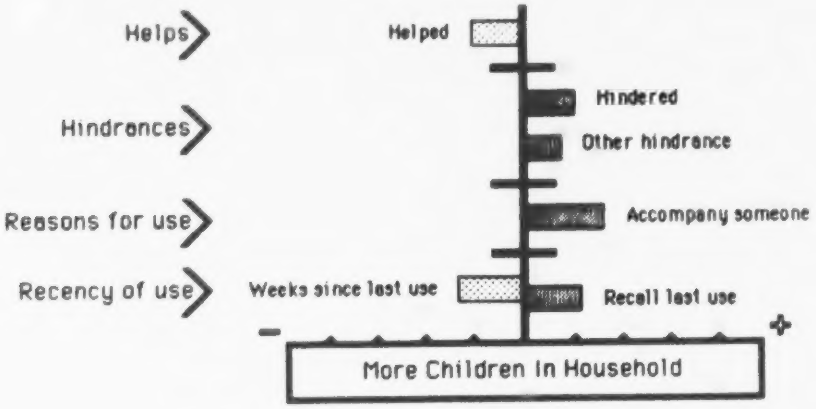
HIGHER INCOME: Higher income respondents were more likely to recall their last library use, less likely to say it was for an unspecified project, and more likely to say they were helped. In addition, they were less likely to say they were hindered in ways other than not getting materials/information.

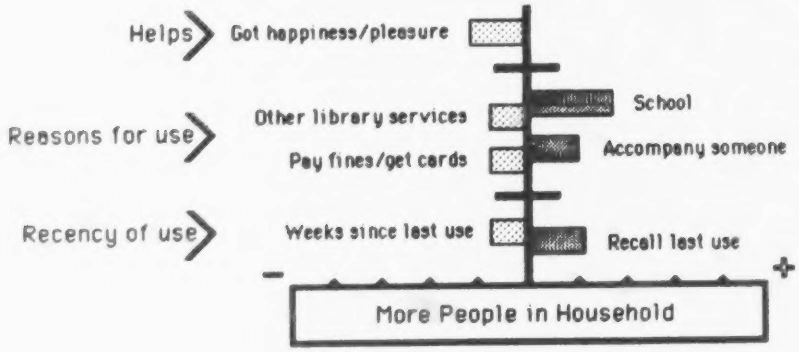
SEX: Male respondents were, when compared with females, more likely to report a more recent library use. They were also more likely to indicate the purpose for their visit related to school and involved getting non-fiction books. They were more likely to indicate they were helped because they got materials/information. Females in contrast were more likely to report a less recent library use where they accompanied someone and got helped by being connected to others and getting happiness/pleasure.

* The last library use profiles for different demographic groups were rich with findings suggesting that the use of a Sense-Making approach is a fruitful research direction. It is impossible in this study to pinpoint explanations for all the findings. Some patterns stand out. As in prior chapters focusing on demography, two demographic groups again emerge. On the one hand, we find the more educated, higher income, Anglo-White, and male respondents were more helped and less hindered, more likely to recall their library use, and more likely to report using the library for school or work. They were also more likely to report being helped by getting information and being able to plan. In contrast, lower income, less educated, minority, and female respondents were more likely to have less recent library use, to report use for non-information purposes (for getting connecting to others for example), or getting happiness and pleasure. Younger respondents mostly fit the "haves" group and older the "have-nots" with the exception of the finding showing younger respondents more hindered than older respondents.

Figure VIII-5

Portraits of the most recent library use (-recency, purpose, helps, and hurts) of different demographic sub-groups of Californians.





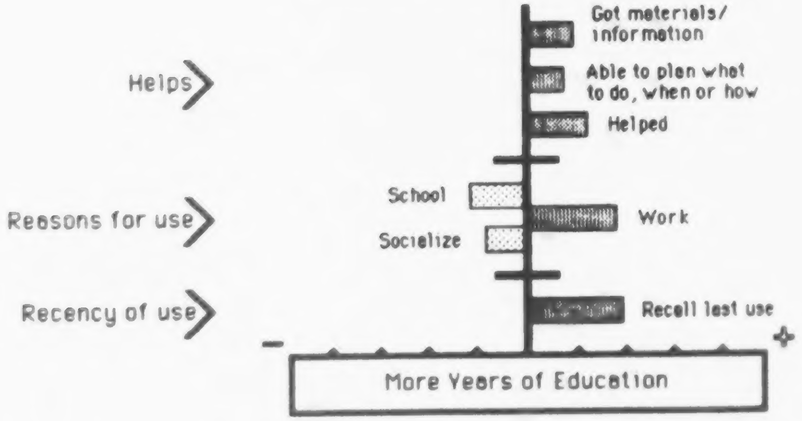


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Figure VIII-5 (continued)

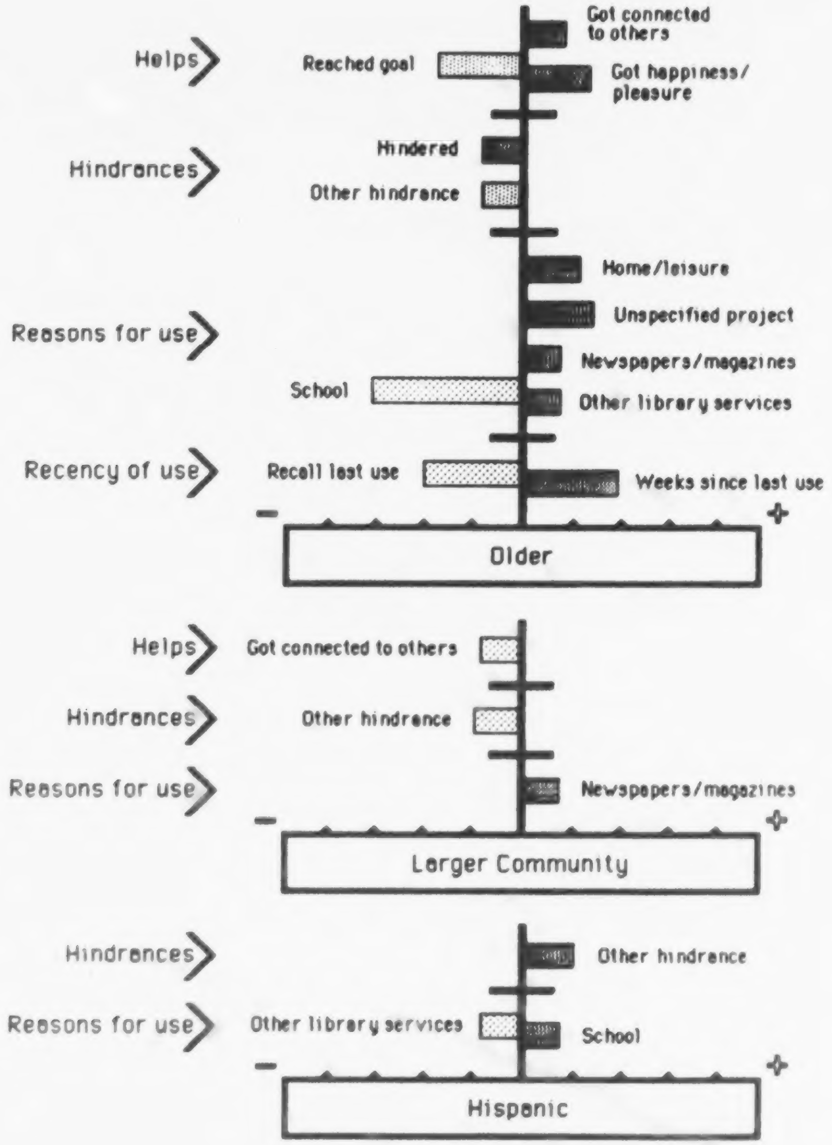

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Figure VIII-5 (continued)

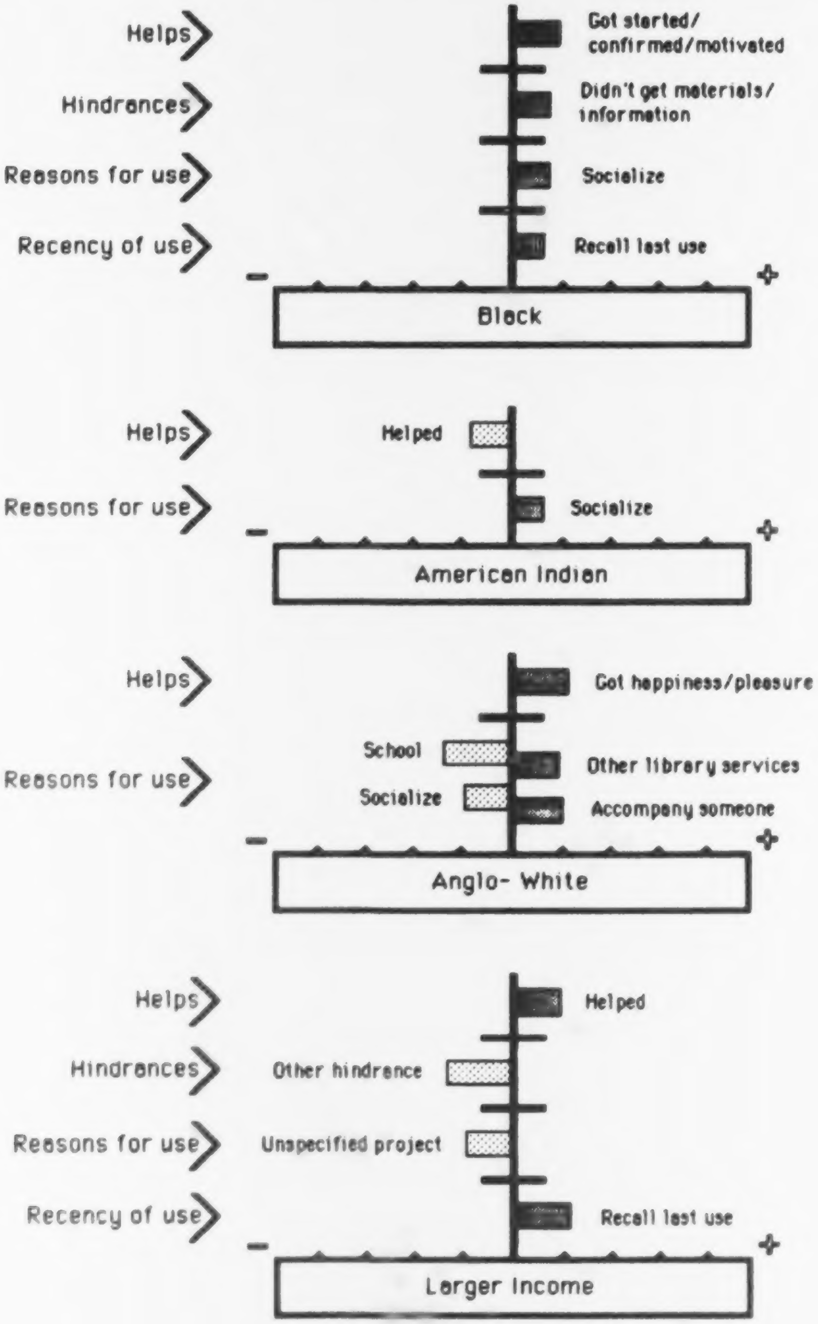

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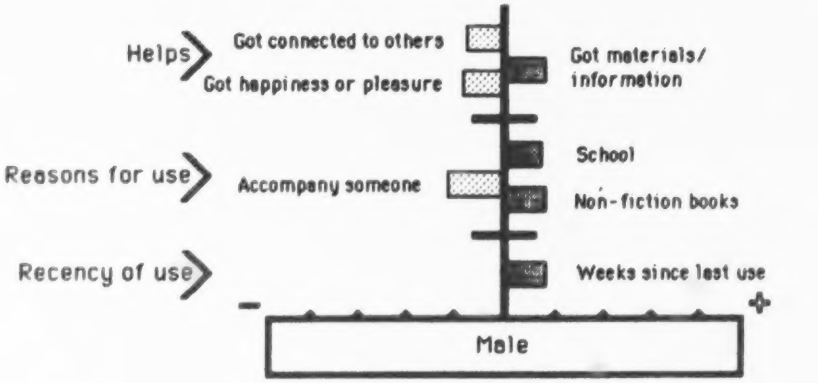
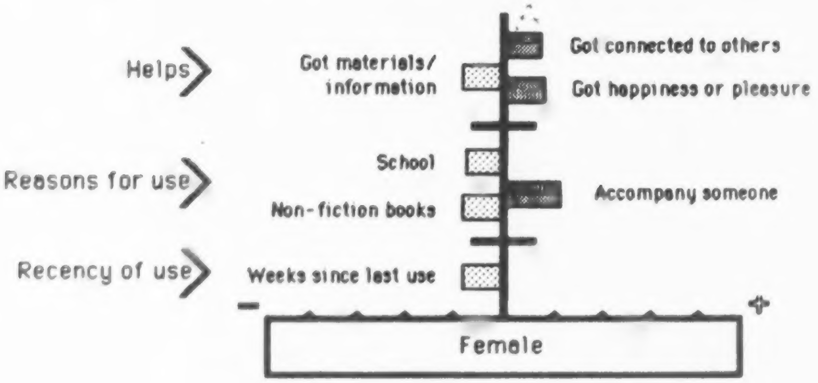
Figure VIII-5 (continued)





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aA portrait is presented for each of the 12 different demographic measures with one or more significant correlations. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40. A given portrait brings together all the ways in which the designated group differed significantly from other respondents. The bottom layer presents recency of use measures; next reasons for use; then hindrance measures; then help measures.

HOW DID TEENAGE CALIFORNIANS DIFFER FROM OTHER CALIFORNIANS IN THEIR LAST LIBRARY USE PORTRAITS?

Data sources and presentation

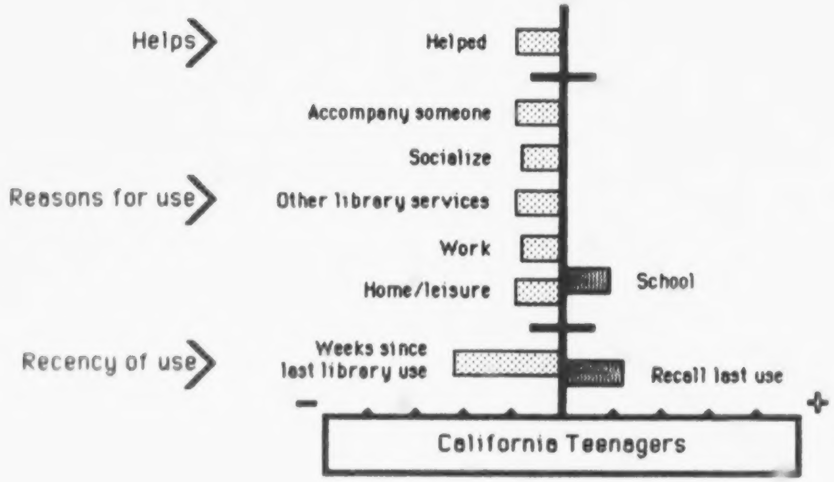
Data for this question come from Table 8-12 and 8-13 in Appendix K which shows how teenaged Californians differed from others in their last library use profile. The age variable is identified as variable set 12-14 in Chapter II and Appendix D. The library use profile measures are in variable set 11. There were 844 of 1040 respondents in all who recalled their last library use. Of these, 101 were teens. The n standard for these analyses is 844. Findings are shown graphically in Figure VIII-6.

Findings

* Findings showed that teenagers differed from other respondents in expected ways. They were more able to recall their last library use and cited more recent contact with a library. The purpose of their contact was more likely to be for a school project and less likely for work, home, or leisure. They were also less likely to report using other non-materials library services, accompanying someone to the library, or using the library for socializing. They were more likely to indicate that they were not helped by their last library use.

Figure VIII-6

Portrait of the ways in which teenager reports of their last library use differed from reports of other Californians.



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aIn this portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40. This portrait brings together all the ways in which teens differed significantly from other respondents. The bottom layer presents recency of use measures; next reasons for use; then hindrance measures; then help measures.

DID CALIFORNIANS WHO DIFFERED IN TERMS OF THE RECENCY OF THEIR LAST LIBRARY CONTACT DIFFER IN THE PROFILE OF THEIR SENSE-MAKING WHILE FACING GAP SITUATIONS?

Data sources and presentation

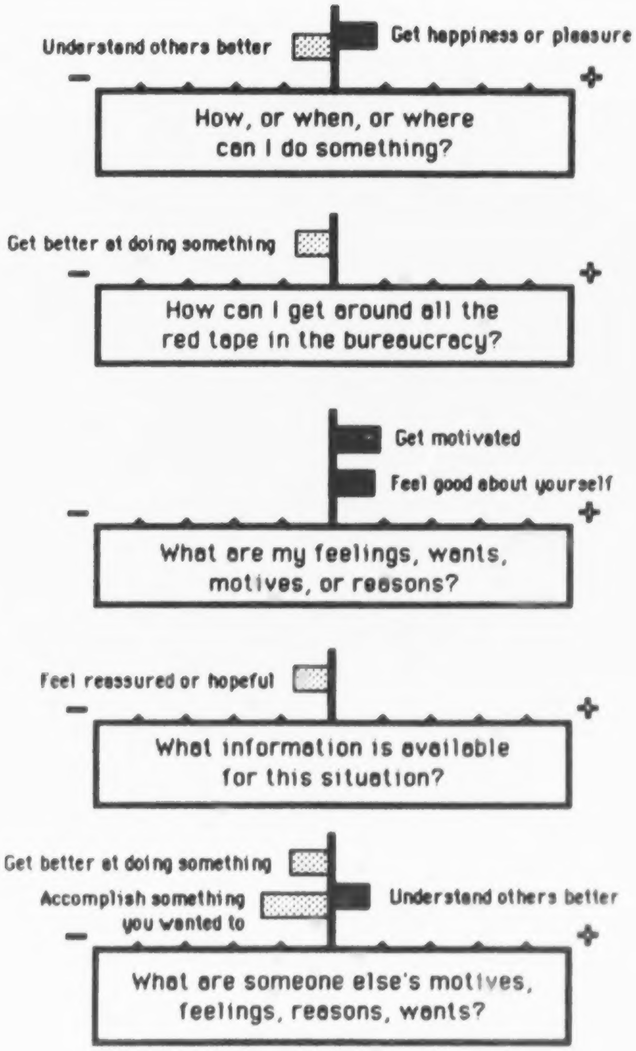
Data for this question come from Table 8-14 in Appendix K. The Sense-Making measures consist of the entire battery of measures on sense-making in gap situations presented in Chapters III through VII. The concern here is whether respondents who differ in their recency of library use differ in their sense-making needs. The Sense-Making measures are identified as variable sets 1 through 10 in Chapter II and Appendix D. The recency of library use measure is identified as variable set 11-2. The recency measure is a mathematical count of the number of weeks since a respondent's last use. Larger scores mean less recent use.

Findings

* Results were significant for fewer than 5% of the correlations. Since it is possible to obtain 5% significant correlations by chance alone, the finding means in effect that recency of library use did not relate to sense-making needs.

* The few significant correlations that were obtained suggest that respondents who had more recently made contact with a library were more likely to report facing being in school and current events/news gap situations. They were less likely to report seeing their questions as more difficult for them to answer than they would be for other people or to indicate that timing factors were barriers to their question answering. This profile suggests what preceding findings have shown, that more recent users were more likely to be students.

Figure V-7 (continued)



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[a] A portrait is presented for each of the 11 different question types with significant correlaions. In a given portrait, bars on the right of the center post indicate positive correlations; bars to the left indicate negative correlations. The size of the correlation is indicated by the length of the bar. Bars which extend to the first notch indicate correlations of .10; at the second notch, .20; at the third notch, .30; and at the fourth notch, .40.

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APPENDIX A

ENGLISH AND SPANISH QUESTIONNAIRES

1984 CALIFORNIA INFORMATION NEEDS SURVEY

DATE:______________	QUESTIONNAIRE #:______________
PHONE#:______________	TERMINATION QUALIFICATION:________
LISTING SHEET # /CO:__________	INTERVIEWER CODE:______________
RESP. NAME/RELATIONSHIP:________	TIME INTERVIEW BEGAN:__________
CALLBACK TIME:______________	TIME INTERVIEW ENDED:__________

Hello. My name is____________________________ and I'm working for the University of California on a study for the state. We're talking to people about their opinions on everyday situations they encounter in their daily lives. Your answers will be completely anonymous. Your phone # was selected at random.

The best way for us to chose someone to interview, is to select the person in your household 12 years of age or older whose birthday is next. Are you that person?

1 YES → (GO TO $\boxed{A}$ NEXT PAGE)

0 NO → May I speak with that person please?

______YES (REPEAT INTRODUCTION. THEN GO TO $\boxed{A}$ NEXT PAGE)

______NO (DETERMINE TIME TO CALL-BACK. FOLLOW TRAINING INSTRUCTIONS)

(Q1) [✓ 1984]

BEST COPY AVAILABLE

Screener

A. I'm going to read a list of different situations. These are situations we all encounter in our daily lives, they may occur at home, work, school, or elsewhere. Please tell me if you were involved in any of these situations in the past month. That is, let me know about those situations you had to stop and think about, you may have had a question, or had to deal with a problem regarding the situation.

In the past month, were you in a situation involving... READ EACH ONE LISTED BELOW.

(Q2) [✓ 1] 2 3 4 5

		NO	YES	
A1. governmental concerns and issues	Q3	0	1	99
A2. learning something new	Q4	0	1	99
A3. job-related concerns	Q5	0	1	99
A4. recreation and leisure time	Q6	0	1	99
● 5. caring for children	Q7	0	1	99
6. neighborhood or community concerns	Q8	0	1	99
7. housing concerns	Q9	0	1	99
8. transportation	Q10	0	1	99
9. shopping or buying things	Q11	0	1	99
● 10. managing money	Q12	0	1	99
11. relationships with family or friends	Q13	0	1	99
12. being in school	Q14	0	1	99
13. health matters	Q15	0	1	99
14. discrimination or race relations	Q16	0	1	99
● 15. legal matters	Q17	0	1	99
16. safety or crime concerns	Q18	0	1	99
17. concerns about current events or news	Q19	0	1	99
18. religious concerns	Q20	0	1	99
19. any other situation? IF YES, BRIEF DESCRIPTION: ______________________	Q21	0	1	99

DID RESPONDENT ANSWER YES (CODE 1) TO ANY OF A1-19?

NONE ··············· GO TO PAGE 6, ITEM N

ONE ················ GO TO C ON NEXT PAGE, ENTER RESPONSE IN MARGIN

MORE THAN ONE ···· GO TO B BELOW

B. Thinking about ______________ READ SITUATIONS ABOVE WITH CODE 1 (YES), of these situations which one was most important to you? ENTER THIS RESPONSE ON MARGIN FOR SITUATION. GO TO C ON NEXT PAGE.

BEST COPY AVAILABLE

A. I'm going to read a list of different situations. These are situations we all encounter in our daily lives, they may occur at home, work, school, or elsewhere. Please tell me if you were involved in any of these situations in the past month. That is, let me know about those situations you had to stop and think about, you may have had a question, or had to deal with a problem regarding the situation.

In the past month, were you in a situation involving... READ EACH ONE LISTED BELOW

(Q2) 1 [✓ 2] 3 4 5

		NO	YES	
A1. governmental concerns and issues	Q3	0	1	99
A2. learning something new	Q4	0	1	99
A3. job-related concerns	Q5	0	1	99
A4. recreation and leisure time	Q6	0	1	99
● 5. caring for children	Q7	0	1	99
6. neighborhood or community concerns	Q8	0	1	99
7. housing concerns	Q9	0	1	99
8. transportation	Q10	0	1	99
9. shopping or buying things	Q11	0	1	99
● 10. managing money	Q12	0	1	99
11. relationships with family or friends	Q13	0	1	99
12. being in school	Q14	0	1	99
13. health matters	Q15	0	1	99
14. discrimination or race relations	Q16	0	1	99
● 15. legal matters	Q17	0	1	99
16. safety or crime concerns	Q18	0	1	99
17. concerns about current events or news	Q19	0	1	99
18. religious concerns	Q20	0	1	99
19. any other situation? IF YES, BRIEF DESCRIPTION: ______________________	Q21	0	1	99

DID RESPONDENT ANSWER YES (CODE 1) FOR ANY OF A1-A4?

YES .... ENTER RESPONSE IN MARGIN FOR THE FIRST SITUATION A1-A4 CODED 1 (YES). GO TO C ON NEXT PAGE.
NO .... CONTINUE

DID RESPONDENT ANSWER YES (CODE 1) TO ANY OF 5-19?

NONE .... GO TO PAGE 6, ITEM H
ONE .... GO TO C ON NEXT PAGE
MORE THAN ONE .... GO TO B BELOW

B. Thinking about ______________ READ SITUATIONS ABOVE WITH CODE 1 (YES), of these situations which one was most important to you?
ENTER THIS RESPONSE ON MARGIN FOR SITUATION. GO TO C ON NEXT PAGE.

BEST COPY AVAILABLE

A. I'm going to read a list of different situations. These are situations we all encounter in our daily lives, they may occur at home, work, school, or elsewhere. Please tell me if you were involved in any of these situations in the past month. That is, let me know about those situations you had to stop and think about, you may have had a question, or had to deal with a problem regarding the situation.

In the past month, were you in a situation involving... READ EACH ONE LISTED BELOW

(Q2) 1 2 ③ 4 5

			NO	YES	
A2.	learning something new	Q3	0	1	99
A3.	job-related concerns	Q4	0	1	99
A4.	recreation and leisure time	Q5	0	1	99
A1.	governmental concerns and issues	Q6	0	1	99
● 5.	caring for children	Q7	0	1	99
6.	neighborhood or community concerns	Q8	0	1	99
7.	housing concerns	Q9	0	1	99
8.	transportation	Q10	0	1	99
9.	shopping or buying things	Q11	0	1	99
● 10.	managing money	Q12	0	1	99
11.	relationships with family or friends	Q13	0	1	99
12.	being in school	Q14	0	1	99
13.	health matters	Q15	0	1	99
14.	discrimination or race relations	Q16	0	1	99
● 15.	legal matters	Q17	0	1	99
16.	safety or crime concerns	Q18	0	1	99
17.	concerns about current events or news	Q19	0	1	99
18.	religious concerns	Q20	0	1	99
19.	any other situation? IF YES, BRIEF DESCRIPTION: ______________________	Q21	0	1	99

DID RESPONDENT ANSWER YES (CODE 1) FOR ANY OF A2, A3, A4, A1?

YES ··············· ENTER RESPONSE IN MARGIN FOR THE FIRST SITUATION (A2, A3, A4, A1) CODED 1 (YES). GO TO C ON NEXT PAGE.
NO ················ CONTINUE

DID RESPONDENT ANSWER YES (CODE 1) TO ANY OF 5-19?

NONE ············· GO TO PAGE 6, ITEM H
ONE ·············· GO TO C ON NEXT PAGE
MORE THAN ONE ··· GO TO B BELOW

B. Thinking about ________________ READ SITUATIONS ABOVE WITH CODE 1 (YES), of these situations which one was most important to you?
ENTER THIS RESPONSE ON MARGIN FOR SITUATION. GO TO C ON NEXT PAGE.

BEST COPY AVAILABLE

A. I'm going to read a list of different situations. These are situations we all encounter in our daily lives, they may occur at home, work, school, or elsewhere. Please tell me if you were involved in any of these situations in the past month. That is, let me know about those situations you had to stop and think about, you may have had a question, or had to deal with a problem regarding the situation.

In the past month, were you in a situation involving... READ EACH ONE LISTED BELOW

(Q2) 1 2 3 [✓ 4] 5

		NO	YES	
A3. job-related concerns	Q3	0	1	99
A4. recreation and leisure time	Q4	0	1	99
A1. governmental concerns and issues	Q5	0	1	99
A2. learning something new	Q6	0	1	99
● 5. caring for children	Q7	0	1	99
6. neighborhood or community concerns	Q8	0	1	99
7. housing concerns	Q9	0	1	99
8. transportation	Q10	0	1	99
9. shopping or buying things	Q11	0	1	99
● 10. managing money	Q12	0	1	99
11. relationships with family or friends	Q13	0	1	99
12. being in school	Q14	0	1	99
13. health matters	Q15	0	1	99
14. discrimination or race relations	Q16	0	1	99
● 15. legal matters	Q17	0	1	99
16. safety or crime concerns	Q18	0	1	99
17. concerns about current events or news	Q19	0	1	99
18. religious concerns	Q20	0	1	99
19. any other situation? IF YES, BRIEF DESCRIPTION: ______________________	Q21	0	1	99

DID RESPONDENT ANSWER YES (CODE 1) FOR ANY OF A3, A4, A1, A2?

YES .... ENTER RESPONSE IN MARGIN FOR THE FIRST SITUATION (A3, A4, A1, A2) CODED 1 (YES). GO TO C ON NEXT PAGE.
NO .... CONTINUE

DID RESPONDENT ANSWER YES (CODE 1) TO ANY OF 5-19?

NONE .... GO TO PAGE 6, ITEM H
ONE .... GO TO C ON NEXT PAGE
MORE THAN ONE ... GO TO B BELOW

B. Thinking about ________________ READ SITUATIONS ABOVE WITH CODE 1 (YES), of these situations which one was most important to you?
ENTER THIS RESPONSE ON MARGIN FOR SITUATION. GO TO C ON NEXT PAGE.

BEST COPY AVAILABLE

A. I'm going to read a list of different situations. These are situations we all encounter in our daily lives, they may occur at home, work, school, or elsewhere. Please tell me if you were involved in any of these situations in the past month. That is, let me know about those situations you had to stop and think about, you may have had a question, or had to deal with a problem regarding the situation.

In the past month, were you in a situation involving... READ EACH ONE LISTED BELOW (Q2) 1 2 3 4 ⑤

			NO	YES	
A4.	recreation and leisure time	Q3	0	1	99
A1.	governmental concerns and issues	Q4	0	1	99
A2.	learning something new	Q5	0	1	99
A3.	job-related concerns	Q6	0	1	99
● 5.	caring for children	Q7	0	1	99
6.	neighborhood or community concerns	Q8	0	1	99
7.	housing concerns	Q9	0	1	99
8.	transportation	Q10	0	1	99
9.	shopping or buying things	Q11	0	1	99
● 10.	managing money	Q12	0	1	99
11.	relationships with family or friends	Q13	0	1	99
12.	being in school	Q14	0	1	99
13.	health matters	Q15	0	1	99
14.	discrimination or race relations	Q16	0	1	99
● 15.	legal matters	Q17	0	1	99
16.	safety or crime concerns	Q18	0	1	99
17.	concerns about current events or news	Q19	0	1	99
18.	religious concerns	Q20	0	1	99
19.	any other situation? IF YES, BRIEF DESCRIPTION: ________________	Q21	0	1	99

DID RESPONDENT ANSWER YES (CODE 1) FOR ANY OF A4, A1, A2, A3?

YES ················ ENTER RESPONSE IN MARGIN FOR THE FIRST SITUATION (A1, A4, A2, A3) CODED 1 (YES). GO TO C ON NEXT PAGE.
NO ················· CONTINUE

DID RESPONDENT ANSWER YES (CODE 1) TO ANY OF 5-19?

NONE ·············· GO TO PAGE 6, ITEM N
ONE ··············· GO TO C ON NEXT PAGE
MORE THAN ONE ··· GO TO B BELOW

B. Thinking about ________________ READ SITUATIONS ABOVE WITH CODE 1 (YES), of these situations which one was most important to you?
ENTER THIS RESPONSE ON MARGIN FOR SITUATION. GO TO C ON NEXT PAGE.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

C. Thinking about your situation concerning ________________ READ SITUATION FROM MARGIN. Can you give me a brief description of it. Picture yourself in that situation and briefly tell me what was involved. RECORD VERBATIM.

PROBE: Can you tell me more about this situation? In particular, what about it made you stop and think?

D. I am going to read a number of questions people have in situations. Sometimes they're asked out loud, sometimes only in our head. I would like you to picture yourself in your (READ SITUATION FROM MARGIN) situation. Imagine you are there now. Did you ask yourself...(READ CHOICES BELOW)

			Did you ask yourself?		IF YES: At that time, how important was this question to you? Would you say...			
			NO	YES →	slightly	moderately	extremely	
1.	How will things turn out?	Q22	0	→	1	2	3	99
2.	How are things related to each other?	Q23	0	→	1	2	3	99
3.	What's going on in this situation?	Q24	0	→	1	2	3	99
4.	What caused or led up to this situation?	Q25	0	→	1	2	3	99
● 5.	What's my role, how do I fit in?	Q26	0	→	1	2	3	99
6.	What are the ways things should be done, the rules, the laws?	Q27	0	→	1	2	3	99
7.	How can I get motivated?	Q28	0	→	1	2	3	99
8.	Can I avoid or get away from bad consequences?	Q29	0	→	1	2	3	99
9.	What are my options, what's the best thing to do?	Q30	0	→	1	2	3	99
● 10.	If I do this, what will happen?	Q31	0	→	1	2	3	99
11.	How, or when, or where can I do something?	Q32	0	→	1	2	3	99
12.	How can I get around all the red tape in the bureaucracy?	Q33	0	→	1	2	3	99
13.	What are my feelings, wants, motives, or reasons?	Q34	0	→	1	2	3	99
14.	Are there other ways I can think about this situation?	Q35	0	→	1	2	3	99
● 15.	Am I alone, is anyone listening or agreeing with me?	Q36	0	→	1	2	3	99
16.	What information is available for this situation?	Q37	0	→	1	2	3	99
17.	What sources, or services, or help are available?	Q38	0	→	1	2	3	99
18.	What are someone else's motives, feelings, reasons, or wants?	Q39	0	→	1	2	3	99

E. Again, put yourself back into your situation concerning ______________ READ SITUATION FROM MARGIN and think about what was the most important question you had. This question may or may not be one of those on the list I just read. In your own words, what was the most important question you had.

DID RESPONDENT HAVE A MOST IMPORTANT QUESTION?

(Q40) YES ······ ENTER RESPONSE IN MARGIN — PROBE ONLY IF UNCLEAR, CONTINUE AT **F.** BELOW

NO ······· (GO TO PAGE 6, ITEM N) (TRY TO AVOID "NO" ANSWER BY USING: "It may be a small question, but still an important one. Let me give you time to think." AND THEN REREAD FIRST SENTENCE OF ITEM E)

F. Is the situation that led to this question still going on or is it in the past?

0 ········ in the past
(Q41) 1 ········ still going on

G. When a situation requires us to stop and think about it and ask questions, there can be different reasons why. We are now going to look at which reasons fit your situation. Put yourself back in the situation which led you to ask ______________________________ REVIEW QUESTION FROM MARGIN and imagine yourself going through that situaton as if you were traveling on a road. With this picture in mind,

Would you say...		NO	YES		BEST DESCRIBES (Q47)
1. You needed to choose between two or more roads or possibilities that lay ahead of you	Q 42	0	1	99	1
2. You were being pulled down a road not of your choosing	Q 43	0	1	99	2
3. You lost your way, there was no road you could take, and it felt like things were out of control.	Q 44	0	1	99	3
4. You were on the right road but it was blocked and something stood in your way	Q 45	0	1	99	4
5. You wanted to follow someone down the road who could show you the way, teach you the ropes	Q 46	0	1	99	5
					0

DID RESPONDENT ANSWER YES (CODE 1) TO ANY OF G1-G5 ABOVE?

NONE ·············· CODE "0" IN "BEST DESCRIBES" COLUMN. GO TO ITEM H BELOW.
ONE ··············· CODE "BEST DESCRIBES" COLUMN. GO TO ITEM H BELOW.
MORE THAN ONE ··· ASK: Which of these, that is, READ UNDERLINED PHRASES FOR EACH IN G, CODE 1 (YES). best describes the situation that led you to ask READ QUESTION FROM MARGIN? ....CODE RESPONSE ABOVE IN "BEST DESCRIBES" COLUMN

H. Again looking back at the situation which led you to ask ______________ READ QUESTION FROM MARGIN, how easy was getting a complete answer to this question? Would you say...

(Q48) 0 very easy
1 somewhat easy
2 somewhat difficult
3 very difficult
99

I. Compared to other people, how much harder or easier would you say it was for you to get an answer? Would you say...

(Q49) 0 much easier for you
1 slightly easier
2 slightly harder
3 much harder for you
99

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J. There are a number of different ways people say answers to questions help them. Put yourself again into the situation where your most important question was ______________ REVIEW QUESTION FROM MARGIN. Did you hope that the answer would help you...READ CHOICES BELOW.

			Did you hope the answer would help you...		IF YES: At that time, how important was being helped in this way? Would you say...			
			NO	YES →	slightly	moderately	extremely	
1.	understand the situation better	Q50	0	→	1	2	3	99
2.	understand others better	Q51	0	→	1	2	3	99
3.	plan what to do or when or how to do it	Q52	0	→	1	2	3	99
4.	get better at doing something	Q53	0	→	1	2	3	99
● 5.	accomplish something you wanted to	Q54	0	→	1	2	3	99
6.	get motivated	Q55	0	→	1	2	3	99
7.	keep going when it seemed hard to go on	Q56	0	→	1	2	3	99
8.	get out of a bad situation	Q57	0	→	1	2	3	99
9.	calm down, ease worries	Q58	0	→	1	2	3	99
● 10.	avoid a bad situation	Q59	0	→	1	2	3	99
11.	take your mind off things	Q60*	0	→	1	2	3	99
12.	feel reassured or hopeful	Q61	0	→	1	2	3	99
13.	feel good about yourself	Q62	0	→	1	2	3	99
14.	make contact with others	Q63	0	→	1	2	3	99
● 15.	feel not alone	Q64	0	→	1	2	3	99
16.	get happiness or pleasure	Q65	0	→	1	2	3	99

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K. People use different ways to try to get answers to their questions. I'm going to read a list of these ways. Please tell me which ones you used to try to answer ______________________ REVIEW QUESTION FROM MARGIN.

Did you use______________? (READ CHOICES LISTED BELOW)		NO	YES →	IF YES: How much of an answer did you get this way? Would you say... None	Some	Most	
1. your own thinking or experience	Q66	0	→	1	2	3	99
2. the media (TV, magazines, etc.)	Q67	0	→	1	2	3	99
3. authorities or professionals	Q68	0	→	1	2	3	99
4. family members	Q69	0	→	1	2	3	99
● 5. co-workers	Q70	0	→	1	2	3	99
6. friends or neighbors	Q71	0	→	1	2	3	99
7. social service agencies	Q72	0	→	1	2	3	99
8. business persons	Q73	0	→	1	2	3	99
9. religious leaders	Q74	0	→	1	2	3	99
● 10. people in government	Q75	0	→	1	2	3	99
11. libraries	Q76	0	→	1	2	3	99
12. schools or colleges	Q77	0	→	1	2	3	99
13. other: Who? WRITE IN RESPONSE	Q78	0	→	1	2	3	99

L. Thinking about all the sources you used, including yourself, would you say you got a complete, a partial, or no answer to this question? REVIEW QUESTION FROM MARGIN.

(Q79) 2 Complete 1 Partial 0 None 99

1. How much did the answer help you in this situation?

2. How much did this partial answer help you in this situation? Would you say...

(Q80)

2 a lot	2 a lot
1 a little	1 a little
0 not at all	0 not at all
99	99

CODE Q81

(Q81) 0

(GO TO ITEM M ON NEXT PAGE)

3. What do you think has prevented you from getting a complete answer so far? (WRITE IN RESPONSE)

○ PROBE: Anything else?

4. In the future, is there a possibility of getting a complete answer? Would you say...

(Q81)
0 no
1 maybe
2 yes
99

M. Looking at this question where you asked (REVIEW QUESTION FROM MARGIN): is this a question you have asked in situations other than the ________________________(REVIEW SITUATION FROM MARGIN) situation you are describing now?

(Q82) 0 no

(GO TO ITEM N)

yes

How often have you asked it in other situations? Would you say...

(Q83)
3 often
2 sometimes
1 rarely
99

N. Now, I'd like to talk to you about using libraries. Some people go to the library a lot while others don't because they are too busy or for other reasons. I want you to think back to the last time you had contact with a library. Can you recall this time?

(Q84) 0 no 1 yes 99

(GO TO ITEM ON NEXT PAGE)

1. How long ago was this contact? You can tell me how many years, months, weeks, or days. (RECORD #: CODE TIME FRAME)

(Q85) ______(RECORD NUMBER) 99

(Q86) 1 DAYS 2 WEEKS 3 MONTHS 4 YEARS 99

2. Describe it briefly -- what happened? (RECORD RESPONSE)

○ PROBE: Anything else?

3. Did this contact help you in any way?

(Q87) 0 No 1 Yes 99

How did it help you? (RECORD RESPONSE)

○ PROBE: Anything else?

4. Did this contact hinder you, block you, or not help you in any way?

(Q88) 0 No 1 Yes 99

(GO TO ITEM ON NEXT PAGE)

How did it hinder you? (RECORD RESPONSE)

○ PROBE: Anything else?

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O. Now I would like to ask a few questions about you and your household. Please remember that your answers are anonymous and will only be used to help classify this questionnaire.

1. Are there any children under the age of 18 living in your home?

(Q89) 0 NO 1 YES ➘
How many children? (Q90*) 1 2 3 4 5 6 7 8+ 99
(CIRCLE RESPONSE)

2. How many persons 18 years or older live in your household? Include yourself if you are 18 or older.

(Q91) 1 2 3 4 5 6 7 8+ 99
(CIRCLE RESPONSE)

3. How many years of school have you completed?

(Q92) Elementary: 1 2 3 4 5 6 7 8
High School: 9 10 11 12
College: 13 14 15 16 (CIRCLE RESPONSE)
Post-grad: 17+ 99

4. In what year were you born? (Q93) ______________ 99 (WRITE IN RESPONSE)

5. What county do you live in? (Q94) ______________ 99 (WRITE IN RESPONSE)

6. In what size community is your home located?

(Q95) 0 rural
1 a town of less than 10,000
2 a small city of 10,000 to 50,000 (CIRCLE RESPONSE)
3 a moderate size city of 50,000 to 100,000
4 a city of 100,000 or more
5 don't know
99

7. Which of the following groups best describes you? (CIRCLE ONE)

(Q96) 0 Hispanic (SUCH AS MEXICAN-AMERICAN, LATIN AMERICAN)
1 Black (NOT OF HISPANIC ORIGIN)
2 Asian
3 American-Indian
4 Anglo White (NOT OF HISPANIC ORIGIN)
5 OTHER: well, how would you describe yourself?________________
(WRITE IN RESPONSE)
6 REFUSED
99

8. For classification purposes, was your total family income from all sources last year under or over $20,000?

(Q97)	1 under $20,000 ➘ Which of the following categories comes closest to your total family income last year?	2 over $20,000 ➘ Which of the following categories comes closest to your total family income last year?	3 REFUSED (GO TO 9)
(Q98)	0 under $10,000 1 $10,000 - $15,000 2 $15,000 - $20,000	(Q98) 3 $20,000 - $25,000 4 $25,000 - $30,000 5 $30,000 - $35,000 6 $35,000 - $50,000 7 $50,000 or more	8 REFUSED (GO TO 9)

9. DO NOT ASK, CODE ONLY: (Q99) 0 FEMALE
1 MALE

VERIFY PHONE NUMBER ______________________________

Thank you very much for helping. If you would like a copy of the results of this study, you can write to Dr. Steve Ellyson at the Institute of Governmental Affairs, University of California, Davis, California, zip code 95616. (IF THE INTERVIEWEE WANTS A PHONE NUMBER FOR DR. ELLYSON, IT IS (916) 752-2042.)

INTERVIEWER CODE ____________

0 ________ SITUATION
0 ________ DESCRIPTION
0 ________ QUESTION
0 ________ PREVENT
0 ________ DESCRIBE
0 ________ HELP
0 ________ HINDER

32767

SITUATION: (page 1)

S

DESCRIPTION: (page 2)

QUESTION: (page 3)

Q

PREVENT: (page 5)

DECRIBE: (page 6)

HELP: (page 6)

HINDER: (page 6)

QUESTIONNAIRE #: ____________
INTERVIEWER CODE: ____________

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Q. No.________

A. Voy aleer una lista de situaciones diferentes. Estas son situaciones que todos encontramos en nuestras vidas diarias; occuren en casa, en el trabajo, en la escuela, ó en cualquier lugar. Dígame por favor, si Ud. se encontró en alguna de estas situaciones el mes pasado. Es decir, cuénteme las situaciones en las que Ud. tenia que pensar. o en que tenía priguntas o problemas con la situacion.

Duiante del mes pasado, se encontro Ud. en una situacion de: LEA LAS SELECCIONES SIGUIENTES.

(Q2) 1 [✓ 2] 3 4 5

		NO	SI	
A1. problemas y asuntos del gobierno	Q3	0	1	99
A2. aprender algo nuevo	Q4	0	1	99
A3. problemas del trabajo	Q5	0	1	99
A4. tiempo libre y recreo	Q6	0	1	99
● 5. cuidar niños	Q7	0	1	99
6. asuntos de la vecindad y de la comunidad	Q8	0	1	99
7. preocupaciones de alojamiento	Q9	0	1	99
8. transporte	Q10	0	1	99
9. ir de compras ó comprar cosas	Q11	0	1	99
● 10. administración de dinero	Q12	0	1	99
11. relaciones con la familia ó con los amigos	Q13	0	1	99
12. asuntos de la escuela	Q14	0	1	99
13. asuntos de la salud	Q15	0	1	99
14. discriminación o relaciones raciales	Q16	0	1	99
● 15. asuntos legales	Q17	0	1	99
16. preocupaciones de delincuencia o de seguridad	Q18	0	1	99
17. preocupaciones de las noticias actuales	Q19	0	1	99
18. preocupaciones religiosas	Q20	0	1	99
19. Hay otra situación? SI LA RESPUESTA ES POSITIVA-DESCRIBA BREVEMENTE ____________________	Q21	0	1	99

¿CONTESTÓ EL ENTREVISTADO SI (CODIGO NUMERO 1) PARA ALGUNA DE ESTAS PREGUNTAS A1-A4?

SI	ESCRIBA SU RESPUESTA EN EL MARGEN PARA LA PRIMERA SITUCION A1-A4 CODIGO 1 (SI). PASE A C EN LA PROXIMA PAGINA.
NO	SIGA

¿CONTESTÓ EL ENTREVISTADO SI (CODIGO # 1) PARA ALGUNA DE LAS PREGUNTAS 5-19?

NINGUNA	PASE A PAG. 6, ITEM N
UNA	PASE A C EN LA PROXIMA PAGINA
MAS DE UNA	PASE A B ABAJO

B. Pensando en ________________ LEA LAS SITUACIONES DE ARRIBA CON RESPUESTA AFIRMATIVA (#1), de estas situaciones ¿cúal era la más importante para Ud.? ESCRIBA ESTA RESPUESTA EN EL MARGEN DE LA SITUACION. PASE A C DE LA PROXIMA PAGINA.

C. Piense en la situación de ____________________ LEA LA SITUACION DEL MARGEN. Ud. me puede dar una descripción breve de esta situación? Imagine queise encuentra en la situacion y cuénteme un poco de como era.
ESCRÍBALO PALABRA POR PALABRA.

D. Voy a leer unas cuantas preguntas que todos tenemos sobre unas situaciones. A veces son preguntas que decimos en voz alta, y a veces solamente pensamos en estas preguntas. Quiero que me imagine en la situación de (LEA LA SITUACION DEL MARGEN). Imagine que Ud. está allí ahora.¿ Se preguntó a si mismo...(LEA LAS SITUACIONES DE ABAJO).

			¿Se prejuntó a si mismo?		Si la respuesta es afirmativa:En aquél¿momento qué importancia tenía esta pregunta para Ud.?			
			NO	SI	poca	bastante	mucha	
1.	¿Cómo resulterá todo?	Q22	0	➡	1	2	3	99
2.	¿Cómo se relacionan las cosas unas con otras?	Q23	0	➡	1	2	3	99
3.	¿Qué paso en esta situacion?	Q24	0	➡	1	2	3	99
4.	¿Qué pasó antes para crear esta situación?	Q25	0	➡	1	2	3	99
● 5.	¿Cúal es mi papel?¿Dónde me pongo en esta situación?	Q26	0	➡	1	2	3	99
6.	¿Cómo se debe hacer algo? Cúales son las reglas y leyes?	Q27	0	➡	1	2	3	99
7.	¿Cómo me puedo motivar?	Q28	0	➡	1	2	3	99
8.	¿Cómo puedo evitar males consecuencias?	Q29	0	➡	1	2	3	99
9.	¿Qúe alternativas hay? Cúal es la mejor alternativa?	Q30	0	➡	1	2	3	99
● 10.	Si lo hago así, qué va a pasar?	Q31	0	➡	1	2	3	99
11.	¿Cómo, cúando o donde puedo hacer algo?	Q32	0	➡	1	2	3	99
12.	¿Cómo puedo evitar los problemas burocráticos?	Q33	0	➡	1	2	3	99
13.	¿Cúales son mis emociones, deseos, motivos, o razones?	Q34	0	➡	1	2	3	99
14.	¿Hay otras maneras de pensar en esta situación?	Q35	0	➡	1	2	3	99
● 15.	Si estoy solo, ¿hay alguien que me escucha o que está de acuerdo conmigo?	Q36	0	➡	1	2	3	99
16.	¿Qué información puedo conseguir de esta situación?	Q37	0	➡	1	2	3	99
17.	¿Cúales son los servicios o tipos de información a mi alcance?	Q38	0	➡	1	2	3	99
18.	¿Cúales son los motivos, emociónes, razones, o deseos de otra persona?	Q39	0	➡	1	2	3	99

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E. Otra vez imaginese que se encuentra en la situacion de ________________
LEA LA **SITUCION** DEL MARGEN, y piense Ud. en la pregunta más importante que tenía. Esta pregunta puede ser una de las preguntas que yo leí o no. En sus palabras cual era la pregunta más importante que Ud.

¿TUVO EL ENTREVISTADO UNA PREGUNTA MÀS IMPORTANTE QUE LAS OTRAS?

(Q40) SI ESCRIBA LA RESPUESTA EN EL MARGEN SIGA CON ABAJO
NO (PASE A PAG. 6, ITEM **N**) EXPLORACIÓN: ¿Hay algo más?

F. Aun sigue la situación que le izo pensar en esta pregunta ocurrió en el pasado?

(Q41) 0 en el pasado
1 aun sigue

G. Cuando una situación nos obliga a parar y a pensar y luego a preguntar, puede ser que hay distintas razones. Vamos a examinar ahora las razones que describen la situacion que le hizo preguntar ________________ LEA LA PREGUNTA DEL MARGEN e imagin que se encuentra la situación como si fuera un camino. Pensando en este imagen,

	Diría Ud...		NO	SÍ		MEJOR DESCRIPCION (Q47)
1.	¿Que tuvo que escoger entre dos a tres caminos ó posibilidades que Ud. se encontró?	Q42	0	1	99	1
2.	¿Que algo le forzó a escoger un camino que Ud. no quería?	Q43	0	1	99	2
3.	¿Que se perdía, y no encontró ningún camino, y que Ud no tenia control?	Q44	0	1	99	3
4.	¿Que escogió el camino correcto pero que Ud. lo encontró cerrado y algo le prohibió pasar?	Q45	0	1	99	4
5.	¿Que quiso Ud. seguir a alguien por el camino que le podia ensenar que hacer y adonde ir?	Q46	0	1	99	5

CONTESTÓ EL ENTREVISTADO SI (CODIGO #1) PARA ALGUNA DE LAS PREGUNTAS G1-G5 DE ARRIBA?

NINGUNA .... PASE A ITEM **H** ABAJO
UNA .... PASE A ITEM **H** ABAJO
MAS QUE UNA .... PREGUNTELE ¿Cual de éstas describe mejor la situación que le hizo preguntar
LEA LA **PREGUNTA** DEL MARGEN
ESCRIBA LA RESPUESTA EN LA COLUMNA DE "MEJOR DESCRIPCION"

H. Otra vez pensando en la situación que le hizo preguntar ________________
LEA LA **PREGUNTA** DEL MARGEN ¿era difícil o fácil de encontrar una respuesta completa para esta pregunta? Diría Ud...

(Q48) 0 muy fácil
1 bastante fácil
2 bastante difícil
3 muy difícil
99

I. Comparándose con otras personas Piensa que para Ud. es más facil o más difícil encontrar una respuesta? Diría Ud. que es...

(Q49) 0 mucho más fácil para Ud
1 un poco más fácil
2 un poco más difícil
3 mucho más difícil
99

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J. Hay muchas maneras distintas en que las respuestas a preguntas ayudan a la gente. Imaginese otra vez que se encuentra en la situación de donde viene su pregunta más importante ________________ LEA LA PREGUNTA DEL MARGEN Ud. esperaba que la respuesta le ayudaría a...LEA LAS POSIBILDADES DE ABAJO.

			Ud. esperaba que la respuesta le ayudaría a...		SI LA RESPUESTA ES AFIRMATIVA: en a quel momento que importancia tenía esta ayuda.			
			NO	SI	poca	bastante	mucha	
1.	entender mejor la situacion	Q50	0	➡	1	2	3	99
2.	entender mejor a los demas	Q51	0	➡	1	2	3	99
3.	pensar en lo que hacer, en como y cuando hacerlo	Q52	0	➡	1	2	3	99
4.	hacer algo mejor	Q53	0	➡	1	2	3	99
● 5.	hacer lo que Ud. quería	Q54	0	➡	1	2	3	99
6.	motivarse a si mismo	Q55	0	➡	1	2	3	99
7.	seguir cuando parecia dificil	Q56	0	➡	1	2	3	99
8.	salirse de una mala situación	Q57	0	➡	1	2	3	99
9.	calmarse, despreocuparse	Q58	0	➡	1	2	3	99
● 10.	evitar una situación mala	Q59	0	➡	1	2	3	99
11.	pensar en otras cosas	Q60	0	➡	1	2	3	99
12.	sentirse seguro o con esperanza	Q61	0	➡	1	2	3	99
13.	sentirse contento de si mismo	Q62	0	➡	1	2	3	99
14.	hacer contactos con otras personas	Q63	0	➡	1	2	3	99
● 15.	no sentirse solo	Q64	0	➡	1	2	3	99
16.	sentirse feliz	Q65	0	➡	1	2	3	99

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K. Los individuos emplean diferentes maneras de encontrar las respuestas a sus preguntas. Le voy a leer una lista de estas maneras. Dígame, por favor cúales uso Ud. para contestar ____________ LEA LA PREGUNTA DEL MARGEN.

¿Empleó Ud ____________?
(LEA LAS POIBILIDADS DE ABAJO)

SI LA RESPUESTA ES AFIRMATIVA: ¿Qué parte de la respuesta procede de esta pregunta?

			NO	SI	NADA	ALGO	MUCHO	
	1. sus propias ideas y esperiencias	Q66	0	➧	1	2	3	99
	2. los medios de communicación (la tele, las revistas, etc.)	Q67	0	➧	1	2	3	99
	3. expertos o profesionales	Q68	0	➧	1	2	3	99
	4. miembros de la familia	Q69	0	➧	1	2	3	99
●	5. companeros del trabajo	Q70	0	➧	1	2	3	99
	6. amigos o vecinos	Q71	0	➧	1	2	3	99
	7. agencias de servicios sociales	Q72	0	➧	1	2	3	99
	8. gente de negocios	Q73	0	➧	1	2	3	99
	9. guías religiosos	Q74	0	➧	1	2	3	99
●	10. trabajodores del gobierno	Q75	0	➧	1	2	3	99
	11. bibliotecas	Q76	0	➧	1	2	3	99
	12. escuelas o universidades	Q77	0	➧	1	2	3	99
	13. otro quién? ESCRIBA LA RESPUESTA	Q78	C	➧	1	2	3	99

L. Pensando en todas las fuentes que Ud. usó, incluyéndose a si mismo, diría Ud. que tenía una respuesta completa, parcial, o ninguna respuesta a esta pregunta? LEA LA PREGUNTA DEL MARGEN.

(Q79) 2 Completa ↘ 1 parcial ↘ 0 Nada 99

1. ¿Cuánto le ayudó la respuesta en esta situación?

2. ¿Cuánto le ayudó la respuesta en esta situación?

(Q80)

1.	2.
2 mucho	2 mucho
1 un poco	1 un poco
0 nada	0 nada
99	99

3. ¿Qué le impide tener una respuesta completa hasta ahora?
(ESCRIBA LA RESPUESTA)

CODE Q81

(Q81) 0

(PASE A M EN LA PROXIMA PAGINA)

○ EXPLORACION: Hay algo más?

4. En el futuro, ¿hay la posibilidad de encontrar una respuesta completa?

(Q81)
0 no
1 quizas
2 si
99

M. Pensando en esta pregunta cuande Ud. preguntó (LEA LA PREGUNTA DEL MARGEN) Es esta una preguntá que Ud. se pregunto en otras situaciones mas que la situación de ________________ (LEA LA SITUACION DEL MARGEN)

(Q82) 0 no 1 sí

(PASE A ITEM N)

¿Cuantas veces Ud. pensó sobre esta pregunta en otras situaciones?

(Q83)
3 muchas veces
2 a veces
1 muy de vez en cuando
99

N. Ahora, quería hhablarle del uso de la biblioteca. Algunas personas van a la biblioteca muy a menudo, mientras que otras personas no van casi nunca porue no tienen tiempo o por otras razones. Puede Ud. recordar la última vez que fué a la biblioteca?

(Q84) 0 no 1 si 99

(PASE A O)

1. ¿Cúanto tiempo hace que fue a la biblioteca? Me puede decir cuantos anos, meses, semanas, o dias hace. (INDIQUE CON UN CIRCULO EL TIEMPO, ESCRIBA EL NUMERO) ____________ 99
(Q85)

(Q86) 1 DIAS 2 SEMANAS 3 MESES 4 O AÑOS

2. Descríbalo brevemente- ¿qué pasó? (ESCRIBA LA RESPUESTA) →

○ EXPLORACION: ¿Hay algo más?

3. ¿Le ayudó la biblioteca de alguna manera?

(Q87) 0 No 1 Sí 99

¿Cómo le ayudó a Ud.? (ESCRIBA LA RESPUESTA) →

○ EXPLORACION: ¿Hay algo más?

4. ¿La biblioteca le impidió o no le ayudó de ninguna manera?

(Q88) 0 No 1 Sí 99

(PASE A ITEM O) ¿Cómo le impidió? (ESCRIBA LA RESPUESTA) →

○ EXPLORACION: ¿Hay algo más?

O. **Ahora voy a preguntarle unas cuantas preguntas sobre Ud. y su familia. Recuérdese, por favor, que estas respuestas son anónimas y servirán sólo para clasificar este cuestionario.**

1. **Hay niños menores de dieciocho años viviendo en su casa?**

(Q89) 0 **NO** **SI → Cúantos ninos?** (Q90*) 1 2 3 4 5 6 7 8+ 99
(INDIQUE CON UN CIRCULO)

2. **Incluyendo a Ud. Cúantas personas mayores de dieciocho años están viviendo en la casa?**

(Q91) 1 2 3 4 5 6 7 8+ 99
(INDIQUE CON UN CIRCULO)

3. **Cúantos años de educación tiene Ud.?**

(Q92) **Escuela elemental:** 1 2 3 4 5 6 7 8

Escuela secundaria: 9 10 11 12

Universidad: 13 14 15 16

Post-Graduado: 17+

(INDIQUE CON UN CIRCULO)

4. **En qué año nació Ud.?** (Q93) ____________ 99 (ESCRIBA LA RESPUESTA)

5. **En qué condado vive Ud.?** (Q94) __________ 99 (ESCRIBA LA RESPUESTA)

6. **Qué tamaño tiene la comunidad donde está su casa?**

(Q95)
0 rural
1 un pueblo de menos de 10.000
2 una ciudad pequeña de 10.000 a 50.000
3 una ciudad de mediana de 50.000 a 100.000
4 una ciudad de 100.000 o más
99

(INDIQUE CON UN CIRCULO)

7. **Cúal de los grupos siguientes le describe a Ud.?** (INDIQUE CON UN CIRCULO)

(Q96)
0 Hispánico (MEJICANO-AMERICANO, O LATINO AMERICANO)
1 Negro (NO HISPANICO)
2 Asiático
3 Americano indigena
4 Anglo, blanco (NO HISPANICO)
5 otro: Cómo se describe Ud. mismo____________________
(ESCRIBA LA RESPUESTA)
99

8. Para ayudarnos en nuestra clasificación, Los ingresos totales de su familia eran más o menos de 20.000$?

(Q97) 1 menos de 20.000$

Cúal de las categorias siguientes esta mas cerca a los ingresos totales de su familia el ano pasado?

(Q98)
0 menos de 10.000$
1 10.000 a 15.000$
2 15.000 a 20.000$

2 más de 20.000$

Cúal de las categorieas siguientes esta mas cerca a los ingresos totales de la familia el ano pasado?

(Q98)
3 20.000 a 25.000$
4 24.000 a 30.000$
5 30.000 a 35.000$
6 35.000 a 50.000
7 50.000 o mas

3 NO CONTESTÓ
(PASE A 9)

8 NO CONTESTÓ
(PASE A 9)

9. NO PREGUNTE, SOLO INDIQUE: (Q99)
0 MUJER
1 HOMBRE

VERIFICACION DEL NUMERO DE TELEFONO

Muchas gracias por su ayuda. Si quiere ver los resultados de este cuestionario, Usted puede escriber al doctor Steve Ellyson en el Institute of Governmental Affairs, University of California, Davis California, 95616. (Telefono: (916) 752-2042)

* * *

CODIGO DEL ENTREVISTADOR ______

______ SITUACION

______ DESCRIPCION

______ PREGUNTA

______ IMPEDIMENTO

______ DESCRIPCION

______ AYUDA

______ OBSTACULO

______

32767

SITUACION (Pagina 1) **S**

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DESCRIPCION (Pagina 2)

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PREGUNTA (Pagina 3) **P**

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IMPEDIMENTO (Pagina 5)

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DESCRIPCION (Pagina 6)

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AYUDA (Pagina 6)

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OBSTACULO (Pagina 6)

____

____

____

____

____

CUESTIONARIO # ____________

CODIGO DEL ENTREVISTADOR:

____

APPENDIX B

INTERVIEWER TRAINING MANUAL

IGA

INTERVIEWING INSTRUCTIONS

1984 INFORMATION NEEDS OF CALIFORNIA STUDY

INSTITUTE OF GOVERNMENTAL AFFAIRS
University of California
Davis

(2)

YOUR APPROACH TO THE INTERVIEW

Before you begin the interview with the selected respondent, write in the questionnaire number from the "Selecting Respondent" page and keep this page with the questionnaire. Introduce yourself and begin your approach to the interview. You should be courteous, cheerful, and convincing -- without overdoing it -- to put the respondent in a relaxed and cooperative frame of mind for the interview.

Most resistance is due to two causes. (1) Misunderstanding -- that this is not really a survey, that it is a sales pitch, that you are somehow a phony. (2) Don't want to be bothered -- "too busy" and "invasion of privacy". You have to be able to overcome these objections.

Because of the special nature of this project, it is important for you to prevent refusals by all conceivable means. A high refusal rate on this survey will hamper the over-all objectives. For this reason, we are providing these special instructions on your approach to the interview. We cannot overstress the importance of salvaging interviews with reluctant respondents. In a large part, the success of the survey depends on your ability to sell people on allowing an interview.

Here is a check list of helpful techniques for you to use in approaching the respondent:

1. Be optimistic.
2. Be pleasant, cheerful, and courteous.
3. Introduce yourself: "Hello. My name is ____________________ and..."
4. Then immediately -- before there is time to think of an excuse -- continue with the script.
5. If a person is busy, immediately explain that you would like to call-back at a more convenient time later this same day.
6. Start with the questions as soon as possible -- a brief introduction is more effective than a long explanation.
7. If you are asked, explain the purpose of the survey as: to obtain information in order for the State to provide people with better services.
8. Other suggested comments for retaining reluctant respondents:
   "I really would appreciate your help."
   "There are no right or wrong answers."
   "Your honest reactions and opinions are important."
   "It's important that we get your answers so our study will represent all Californians."
   "We don't need your name."
   "The results will be used to improve services to California residents."

(3)

HOW TO MAKE AND RECORD CALLS

At the bottom right of the phone listings enter your interviewer's code and the date.

The listing sheets contain many times the minimum number you will need to complete your assignment. Since the numbers are already listed in a random order when you receive them, you merely start at the top of the list and use the numbers in the order that they appear on the sheet.

If you get a busy signal, you should make call-backs to the number before the interviewing time is over for the day. Try as many as three call-backs, if necessary. Unless it is the last number you are to call, go on to the next number and call back after you have completed that interview.

If no one answers the phone (allow at least six rings), you should NOT attempt call-backs; simply go on to the next number. How to record the results of all attempted calls is explained below.

The numbers listed on the sheet have been randomly generated, so some of them may not be working numbers or they may be business/government numbers. Do not be alarmed if you dial a number that is not usable.

Now, let's look for a moment at the section of the Telephone Listing Sheet in which you record the result of each call in the "Results" column. Each code is used to record a different type of result. These are the various types of results that should be recorded as you make your calls.

1. "C" -- Completed Interview.
2. "NA" -- No Answer -- No one is home when you call or your call is answered by a answering machine. These numbers are only redialed after all numbers on your listing sheet have been dialed once.
3. "B" — Busy Signal — Code whenever you get a busy signal when you try to contact the household. Try to contact all "B" phones during your calling hours. The line will be clear when you redial later, in most instances.
4. "D" -- Disconnected or Temporarily Out of Order -- Use this code for numbers that have been disconnected, temporarily out of order, or gives a new (referral) number. Do not dial any referral numbers.
5. "BG" -- Business/Government Phone Listing -- Business or government agencies are NOT to be included in this sample.
6. "DF" -- Deafness -- A respondent with deafness problems is NOT interviewed.
7. "SP" -- Spanish Version -- A respondent who clearly does not speak English but who seems to speak Spanish will be interviewed with the Spanish version of the questionnaire. Refer these to your supervisor immediately.
8. "FL" -- Foreign Language -- A respondent who does not speak either English or Spanish is NOT interviewed. The following phrases may be helpful in determining this:
   "Do you speak Spanish?" = "Habla usted Español?" (ÁH-BLA OOH-STÉAD ESS-PAN-YÓL?)
   "Do you speak English?" = "Habla usted Ingles?" (ÁH-BLA OOH-STÉAD EEN-GLÉHZ?)
   "I don't speak Spanish." = "Yo no hablo Español." (JHO NO ÁH-BLOW ESS-PAN-YÓL)
   "Excuse me, goodbye." = "Perdon, adios." (PEAR-DÓAN, AH-DEE-ÓSZ)
   "Yes." = "Si." (SEE) ; "No." = "No" (NOH)
   If the respondent speaks Spanish but not English refer to code 7 above ("SP").

9. "CB" -- Callback -- The number is recalled at a specific time, such as when an appointment time is made. Be sure to enter the call back time. There might be a number where you find only younger children home when you call. Or, you might find children with a baby sitter or visitor. Since you should only interview members of the household, you should code these "CB" with the time to call back in this situation. You should ask when a household member will be home. Call back to get an interview if one or more household members aged 12 or more will be home during the interviewing hours for that day.

10. "T" -- Terminated -- The qualified respondent terminates the interview before it is completed. On the "Screener", next to the TERMINATION QUALIFICATION write in "T" and the last question answered completely by the respondent (use the question letter -- eg. T-H).

11. "R" -- Refusal -- This means you talked to someone but were unable to get cooperation before you selected the qualified respondent. "R" is also written on the "Screener" for the TERMINATION QUALIFICATION.

12. "QR" -- Qualified Refusal -- The qualified respondent refused to participate in the study. "QR" is also written on the "Screener" for the TERMINATION QUALIFICATION.

(5)

CODING

Some of the codes have been pre-coded, namely, (Q1), (Q2), (Q100) and (Q117) through (Q124*). These have been pre-coded for data entry. Also for data entry every thirtieth Q and the last question has a *, for example (Q30*), (Q60*), etc.

CODING ACCURACY

It is imperative, when you are circling the codes, that you circle neatly so that the data entry operator can read the codes.

For example:

INCORRECT CODING	CORRECT CODING
1	1
2	②
3	3

If you circle a code incorrectly or the respondent corrects a response -- draw one line through the incorrect doe and circle the correct code.

For example:

~~①~~
2
③
4

ALWAYS MAKE SURE YOUR CODING CIRCLE IS CLEAN, DARK AND LEGIBLE.

ON OPEN-ENDED RESPONSES (LIKE THOSE ON THE EXTRA LARGE BACK PAGE), ALWAYS MAKE SURE YOUR WRITING IS AS NEAT AND LEGIBLE AS IT CAN BE. THE CODERS VERY MUCH APPRECIATE THE EXTRA EFFORT YOU EXPEND DOING THIS.

VERIFICATION OF WORK

Company policy requires verification of each interviewer's work. Whenever such verification indicates abnormalities, 100 percent of that interviewer's work is immediately verified. All unsatisfactory work is replaced.

The information that appears on the questionnaire should agree with the answers given by the respondent at the time of verification. Therefore, we stress that all interviews be conducted properly according to the instructions.

Before terminating the interview, verify the respondent's phone number. Emphasize that the only other possible call in regard to the survey would be from a supervisor to verify the interviewer's work.

SCREENER -- SELECTING THE RESPONDENT

IN BRIEF -- These are the things you should do:

1. Introduce yourself.
2. Determine:
    - a. Is the person to whom you are talking the member of the household 12 years of age or more whose birthday is next?
        - IF SO — That person is the Respondent.
        - IF NOT -- Is that person 12 or older available?
            - IF YES -- Repeat introduction with Respondent
            - IF NO -- Determine time to call-back
3. Use the questionnaires in numerical order.

Once you begin making calls, one selection task remains: designating the respondents. This survey calls for a simple but careful way of doing that. Respondents must be at least 12 years old. You do not need to pick them; their selection is automatic if you follow the procedure on the screener. Only one person should be interviewed in a household. A substitution can only be made if the selected respondent is ill or bed-ridden OR on vacation or out-of-town. The substitution would be a person at least 12 years old who is home at the time of your call. You should make two calls in the evening or Saturday calling time at the selected number (in case of a temporary refusal) in an effort to find the selected respondent there.

For each phone contact a "Screener" is initially filled in with the date; phone number; listing sheet number and county; interviewer's code; and time interview began.

The QUESTIONNAIRE NUMBER is not filled in until you actually begin the survey with the selected respondent. (This occurs after the entire first page is completed and your selected respondent agrees to participate in the survey.) At this point, write in the QUESTIONNAIRE NUMBER on the "Screener" and check that the QUESTIONNAIRE NUMBER is also on the bottom of the last page (if not, write it in).

The selection procedure is a simple one. Ask the person who answers the phone if they are the person in the household aged 12 years or more whose birthday is next. By next, you mean the person who will celebrate their birthday before any one else in the household who is at least 12. This procedure has been shown in scientific testing to be the easiest manner to randomly choose the respondent. You also do not need to ask how many people live there, how many are males or females or any other personal questions which might scare or intimidate people. Also by refering to birthdays, you are talking about something that most people feel good about and celebrate.

Lastly, you should remember that even though this selection procedure is quick and easy, you should never deviate from it. Doing so will only detract from all the work that has gone into this project, including yours.

When the interview is either complete or terminated, be sure to complete the "Screener" information, namely -- Respondent's name or relationship; Time Interview Ended and accordingly, Call Back Time and Termination Qualification.

ASKING THE QUESTIONS

First and foremost, READ ALL QUESTIONS AND STATEMENTS VERBATIM.

You should not attempt to interpret any question to respondents who fail to understand. If the respondent asks you what you mean, don't attempt to explain the question -- all you should do is repeat the exact wording of the question slowly and distinctly stressing the key words. This is usually sufficient to put across the idea, but if the respondent is still unable to answer, the answer should be recorded as "no answer" written in the margin to the right.

It is your responsibility to ask every question which you are directed to ask on the questionnaire. Occasionally, when you ask a series fo similar questions, the respondent may say, "Just put me down as 'yes' to all of them." Since the respondent doesn't know what is coming, there may be a good chance that he or she will want to say "no" to the next one. You should be polite but firm about going through the entire questionnaire.

All questions should be asked in the same order in which they appear on the questionnaire. A question asked out of order can influence responses to subsequent questions. There really is a logic to the order questions are asked so please keep them in proper sequence.

*****Each set of question responses are coded with a "Q" (Q1, Q2, etc.).*****
EACH Q must have a coded response unless otherwise specified by a skip/go to. A skip/go to will be explained.

General Comments on Asking Questions

1. The statements and questions you are to read to the respondent are in Caps and Lower Case, just like you are reading now. INSTRUCTIONS TO YOU, WHICH YOU READ TO YOURSELF ARE IN ALL CAPS LIKE THIS.

2. Probing open-ended items: It is expected that all open-ended items will be probed until the respondent says he or she has nothing more to add. Possible probes include: Anything else? -- Is there more? -- Something else to add?

3. Handling "don't knows", "refusals", "no answers" on individual questions: It is expected that the interviewer will make at least one attempt to obtain data after each don't know, refusal, or no answer. Reminding the respondent of his or her anonymity might help. Other statements might include: If you had to say -- your answer would really help us -- we're asking everyone this question.

4. Handling questions on meaning: If a respondent asks what an item means, say something like: "Whatever it means to you is right" or "my instructions are to ask you to answer based on your meanings. I'm not allowed to interpret for you."

5. Asking every question: Be sure to ask every applicable question, even if the respondent seems to be ahead of you. If the respondent is anticipating, say: "If you'll just bear with me, my instructions are to ask you each question individually."

--- continued on next page ---

6. Handling ambiguous questions: In this questionnaire, it is very important to get complete and clear answers. Be sure to probe as needed with statements such as "Could you tell me more about that?"

7. Being neutral: It is important to remain neutral. Should a respondent ask for your opinion, say something like: "I really just want to know what you think. There are no right or wrong answers." If pushed, you can say: "My instructions say I can't tell you my opinion."

8. Handling respondent rambling: The general rule is to get all respondent open-ended answers down verbatim. Should a respondent ramble on for more than one minute or talk too quickly for you to keep up, then listen politely. When the respondent pauses, ask: "Could you summarize that for me?" or "What would you say is the essence of all that?"

9. What to do when writing down respondent answers: Assure the respondent of your concern about getting things just the way he or she said them by repeating out loud as you write.

10. Handling respondent interruptions: If a respondent interrupts in the middle of a question, go back and read it through again to be sure he or she gets the question as a whole.

11. Reading close-ended alternatives: All the alternative responses in close-ended items need to be clear to the respondent. On a series where the same alternatives are used, be sure that the respondent is reminded regularly (at least every 5th item) of the alternatives. A is used in the left-hand margin of the questionnaire to remind you to do this.

12. If the respondent wants to change his or her answer: This is always allowed. If the change only affects the individual questionnaire item, draw one line through the incorrect code and circle the correct code. If the change involves the respondents Situation or Most Important Question, then you must go back to the point at which that choice was made and re-ask all the items thereafter. This will happen very infrequently, if at all, but you should follow this procedure when it does.

13. If the respondent refuses to choose between two close-ended categories: Try once to get a choice by saying: "If you had to choose?" If this fails write the response in the margin.

14. What not to tell the respondent: Do not tell the respondent that the study is focusing on information needs or is being done for the California State Library. Knowing this radically changes what respondents may say. If the respondent is adamant with questions about the study sponsor, have them call Dr. Ellyson at (916) 752-2042.

Comments on Specific Questionnaire Items

PAGE 1

ITEM A: Read the script carefully and distinctly. Stress that we're interested in situations occurring within the last month. If the respondent asks you to define a situation label repeat it slower or say "It means whatever it means to you." If the respondent asks why you chose a particular situation, say something like "We're asking different people to describe different situations so we can get a well-rounded portrait of all kinds of situations Californians face."

There are five variations for choosing the SITUATION, each questionnaire has either Page 1a, 1b, 1c, 1d or 1e. Be sure to follow the instructions exactly.

ITEM B: Be sure to write the situation named by the respondent or selected by the A1 to A4 procedure in the box at the top of the extra large back page. This will make it easy for you to refer to later without turning pages. Please write as legibly as you can. The box is labeled "SITUATION".

PAGE 2

ITEM C: Record verbatim response to this item in the proper space on the extra large back page where it says "DESCRIPTION". Use probe if necessary.

ITEM D: Respondents usually catch on to the funneling in this item and start leaping to the "slightly" or "moderately" or "extremely" answers without first saying "yes". This is fine, but it is important that you re-anchor the respondent to the overall scale and item at least every 5th sub-item or as needed. ● indiates "funneling".

If the response is NO code "0" and read the next question. If the response is YES immediately ask "At that time,........", this is the statement above the accepted responses slightly, moderately or extremely.

PAGE 3

ITEM E: You should record the verbatim response on the extra large back page in the box labeled "QUESTION". Once again this will save you time and effort later. Also, you may need to give the respondent some thinking time on this item. Some respondents will say that they don't know when they really just need time to think. Comments such as these often help: "If you had to choose" or "Let me give you time to think, there's no hurry."

Be sure to code (Q40) in this section before going to F or N as instructed.

ITEM F: Emphasize that it is the situation that led to the question and not the question itself which we're asking the respondent about here.

ITEM G: Follow the instructions following Item G specifically.

When a respondent says "YES" to more than one of these sub-items, re-read only the underlined portions of the sub-items to remind him or her what the "YES" answers were. (Namely, needed to choose; pulled down a road, etc.)

ITEM H:
ITEM I: Both of these should be clear.

--- continued on the next page ---

PAGE 4

ITEM J: Same as comments for ITEM D.

Use the "funneling" method for every fifth question read to the respondent. This is indicated by the ● and is the similar method used in Item D.

PAGE 5

ITEM K: If a respondent says something such as: "I used more than one friend" (or co-workers, etc.) when you ask "How much of an answer did you get this way?" you can ask the respondent to answer in terms of "across all the friends you used". If a respondent says something like: "My wife is also my friend", then ask: "Were there any other friends?" and code that response. Follow this rule for all overlaps the respondent volunteers.

If the response is NO, code "0" and read the next question. If the response is YES immediately ask "How much of an answer......", this is the statement above the accepted responses none, some or most.

ITEM L: Record the answer to L3 on the extra large back page in the space labeled "PREVENTED" if the respondent chooses "partial" or "none".

If (Q79) is Code 2 — Ask 1 — Code (Q80) — Only code (Q81) and go to $\boxed{M}$.

If (Q79) is Code 1 — Ask 2 — Code (Q80) — Ask 3 and write in the response on the back page — Ask 4 and code (Q81).

If (Q79) is Code 0 — Ask 3 and write in the response on the back page — Ask 4 and code (Q81).

PAGE 6

ITEM M: If (Q80) is Code 0 — go to Item $\boxed{N}$.

If (Q80) is Code 1 — Ask the next question and code (Q83).

ITEM N: Record the answers to N2, N3, and N4 (where appropriate) on the extra large back page in the spaces labeled "DESCRIBE", "HELP", and "HINDER" respectively.

PAGE 7

ITEM O: O2- Make sure respondents count themselves in their total.

O3- Stress the last year completed.

O4- Write in the year of birth.

O5- Write in the name of the county the respondent says. If the respondent doesn't know his or her county, copy the county from the listing sheet. Ask the respondent for his or her city and write it in the margin.

O7- Use probes in the( ) only if the respondent seems unsure or reluctant. If a problem,reassure anonymous nature of survey.

O8- If respondent reluctant, reassure anonymous nature of survey.

O9- Never ask respondent which sex they are. In the highly unlikely event you cannot tell by this time, you should write "Don't Know" in the right hand margin next to the choices.

--- continued on the next page ---

PAGE 8

ITEM P: This item is a change of pace for the respondent. Stress the fact that this is the last item and try to keep your energy level up. This is the "home stretch". Keep track of where you are and don't forget to re-orient respondent by repeating the item stem at least every 5th item or more as necessary

PAGE 9: Verify and write in the phone number and thank the respondent for their help.

BEFORE ENDING THE INTERVIEW: Explain to the respondent that you want to be certain you have asked all the questions. Go back through the questionnaire to see if you have missed any pages or questions.

Verify only the phone number and, if necessary, explain that this verification is only for a possible verification of the interviewer's work by a supervisor. After you have made a careful check, thank the respondent for the interview and terminate the conversation.

Enter your interviewer's code for (Q116) on page 9 as well as on the Back Page.

APPENDIX C

SUPPORTING DATA TABLES AND FIGURES FOR CHAPTER II

(Tables are listed first, followed by figures)

Table 2-1

Record of results of all attempts to contact phone numbers drawn into sample.

RESULTS OF PHONE CONTACTS	PERCENTAGE OF TOTAL PHONE #s CONTACTED (n= 6,383)	PERCENTAGE OF TOTAL CALLS MADE (n=10,094)
Completed an interview	16.3%[a]	10.3%
No answer or busy	13.8	45.3
Disconnected	24.6	15.6
Institutional phone number	5.9	3.8
Hearing problem	0.3	0.1
Spanish language	0.5[b]	0.3
Other foreign language	1.1	0.7
Terminated in middle	1.1	0.7
Refusal	25.8	16.3
Reached household but not Refusal	9.9	6.3
Other	0.7	0.4

[a] Percentages sum to 100.0 down the columns within rounding error.

[b] In all, 34 Spanish language households were contacted. Of these, interviews were obtained in five. This yields a completion rate of 14.7% similar to the overall completion rate of 16.4% across all phone numbers contacted.

Table 2-2

Comparison of the demographic characteristics of the sample to those of the population.

	PERCENTAGE OF INDIVIDUALS 12 YEARS OF AGE OR OLDER		PERCENTAGE DEVIATIONS (PLUS OR MINUS)
	Census	Sample	
AGE (n=1022)			
12-19 years	16.4	17.7	1.3
20-29 years	23.4	24.0	1.0
30-39 years	18.2	20.0	1.8
40-49 years	12.3	11.8	0.5
50-59 years	12.3	9.8	2.5
60 plus years	17.4	16.7	0.7
Deviation score			7.8
INCOME (n=813)			
<$10,000	26.3	9.7	16.6
$10,000-15,000	14.8	12.1	2.7
$15,000-20,000	13.3	12.3	1.0
$20,000-25,000	12.1	14.6	2.5
$25,000-35,000	16.5	25.6	9.1
$35,000-50,000	10.7	14.4	3.7
>$50,000	6.4	11.3	4.9
Deviation score			37.5
SEX (n=1029)			
Female	51.4	56.5	5.1
Male	48.6	43.5	4.9
Deviation score			10.0
EDUCATION (n=1026)			
0-8 years	14.2	8.1	6.1
9-12 years	43.6	43.5	9.4
13 plus years	42.0	55.8	13.8
Deviation score			29.3
RACE (n=1026)			
Asian	4.4	4.5	0.1
Black	7.7	6.4	1.3
Hispanic	19.2	9.8	9.4
American Indian	0.8	3.8	3.0
Anglo-White	57.2	70.2	13.0
Other non-white	10.7	5.3	5.4
Deviation score			32.2
COUNTY (n=1026)			
58 counties	Pearson product moment correlation between county sample n and population n = .97		
Deviation score			11.2

aTotal sample size is 1040. Deviations from this n result from various sources of missing data - refusal, interviewer error, coding error. For the income variable, the primary source was refusals.

Table 2-3

List of Californian counties with proportion of population residing in each and sample n's and proportion of sample drawn from each.

KEY	COUNTY	%P[a]	%S[b]	n	KEY	COUNTY	%P[a]	%S[b]	n
1	Alameda	4.67	5.10	53	30	Orange	8.17	7.50	78
2	Alpine	0.01	0.00	0	31	Placer	0.50	0.67	7
3	Amador	0.08	0.00	0	32	Plumas	0.07	0.10	1
4	Butte	0.61	0.67	7	33	Riverside	2.80	3.65	38
5	Calavaras	0.09	0.19	2	34	Sacramento	3.31	3.46	36
6	Colusa	0.05	0.00	0	35	San Benito	0.11	0.10	1
7	Contra Costa	2.77	2.88	30	36	San Bernadino	3.78	3.37	35
8	Del Norte	0.07	0.10	1	37	San Diego	7.87	7.69	80
9	El Dorado	0.36	0.77	8	38	San Francisco	2.87	2.98	31
10	Fresno	2.17	1.92	20	39	San Joaquin	1.47	1.44	15
11	Glenn	0.09	0.00	0	40	San Luis Obispo	0.66	0.77	8
12	Humboldt	0.46	0.67	7	41	San Mateo	2.48	2.79	29
13	Imperial	0.39	0.10	1	42	Santa Barbara	1.26	1.54	16
14	Inyo	0.08	0.10	1	43	Santa Clara	5.47	3.94	41
15	Kern	1.70	1.54	16	44	Santa Cruz	0.79	0.96	10
16	Kings	0.31	0.29	3	45	Shasta	0.49	0.48	5
17	Lake	0.15	0.19	2	46	Sierra	0.01	0.00	0
18	Lassen	0.09	0.10	1	47	Siskiyou	0.17	0.48	5
19	Los Angeles	31.59	30.29	315	48	Solano	0.99	1.06	11
20	Madera	0.27	0.19	2	49	Sonoma	1.27	1.35	14
21	Marin	0.94	1.15	12	50	Stanislaus	1.12	0.96	10
22	Mariposa	0.05	0.10	1	51	Sutter	0.22	0.48	5
23	Mendocino	0.29	0.29	3	52	Tehama	0.16	0.29	3
24	Merced	0.57	0.58	5	53	Trinity	0.05	0.10	1
25	Modoc	0.04	0.10	1	54	Tulare	1.04	0.87	9
26	Mono	0.04	0.00	0	55	Tuolumne	0.14	0.10	1
27	Monterey	1.23	0.77	8	56	Ventura	2.24	2.02	21
28	Napa	0.42	0.38	4	57	Yolo	0.48	0.77	8
29	Nevada	0.22	0.19	2	58	Yuba	0.21	0.19	2

[a] The state's population according to the 1980 Census was 23,667,902. Of these, 19,597,022 are 12 years of age or older.

[b] Total sample n was 1040.0

Table 2-4

Specification of the process for selecting a gap situation for in-depth analysis.

THE TARGET SITUATION CATEGORIES WERE:

a. Governmental concerns and issues
b. Learning something new
c. Job-related concerns
d. Recreation and leisure time
e. Most important situation

THE FIVE SELECTION TREES ROTATED SYSTEMATICALLY WERE:

Questionnaire style 1: target E
Questionnaire style 2: target order - A,B,C,D,E
Questionnaire style 3: target order - B,C,D,A,E
Questionnaire style 4: target order - C,D,A,B,E
Questionnaire style 5: target order - D,A,B,C,E

THE RESULTS OF THIS SELECTION PROCESS YIELDED:

Situation analyzed in depth	Questionnaire style[f] 1	2	3	4	5
Governmental concerns and issues	20e	46a	7a	13a	10a
Learning something new	41e	94b	125b	28b	32b
Job-related concerns	23e	20c	22c	98c	7c
Recreation and leisure time	18e	12d	21d	49d	129d
Most important	98e	29e	19e	16e	20e
n	200	201	194	204	198

---

[f] The underlining indicates the gap situation which the questionnaire style was indicated to tap. The numbers refer to the number of respondents whose in-depth situation fell into each category. The letters a,b,c,d,e refer to the categories of the final predictor variable derived from this selection process -- the nature of gap situation analyzed in depth. This predictor was defined as follows:

Elicited for in-depth analysis

a = Governmental concerns and issues (46+7+13+10 = 76 cases)
b = Learning something new (94+125+28+32 = 279 cases)
c = Job-related concerns (20+22+98+7 = 147 cases)
d = Recreation and leisure time (12+21+49+129 = 211 cases)
e = Most important (20+41+23+18+98+29+19+16+20 = 284 cases)

Table 2-5

Approximate sampling error of estimated percentages for sample subsets and the total sample at $p < .001$[a]

Percentage estimate obtained from sample	PERCENTAGE SAMPLING ERROR AROUND OBTAINED ESTIMATE											
	SUB-SAMPLE OR SAMPLE SIZE (n)											
	25	50	100	200	300	400	500	600	700	800	900	1000
50/50	26	28	13	9	8	6	6	5	5	5	4	4
40/60	25	18	13	9	7	6	6	5	5	4	4	4
30/70	22	16	11	8	6	6	5	5	4	4	4	4
20/80	21	14	10	7	6	5	5	4	4	4	3	3
10/90	15	11	6	5	4	4	3	3	3	3	3	2
02/98	5	5	5	3	2	2	2	2	1	1	1	1

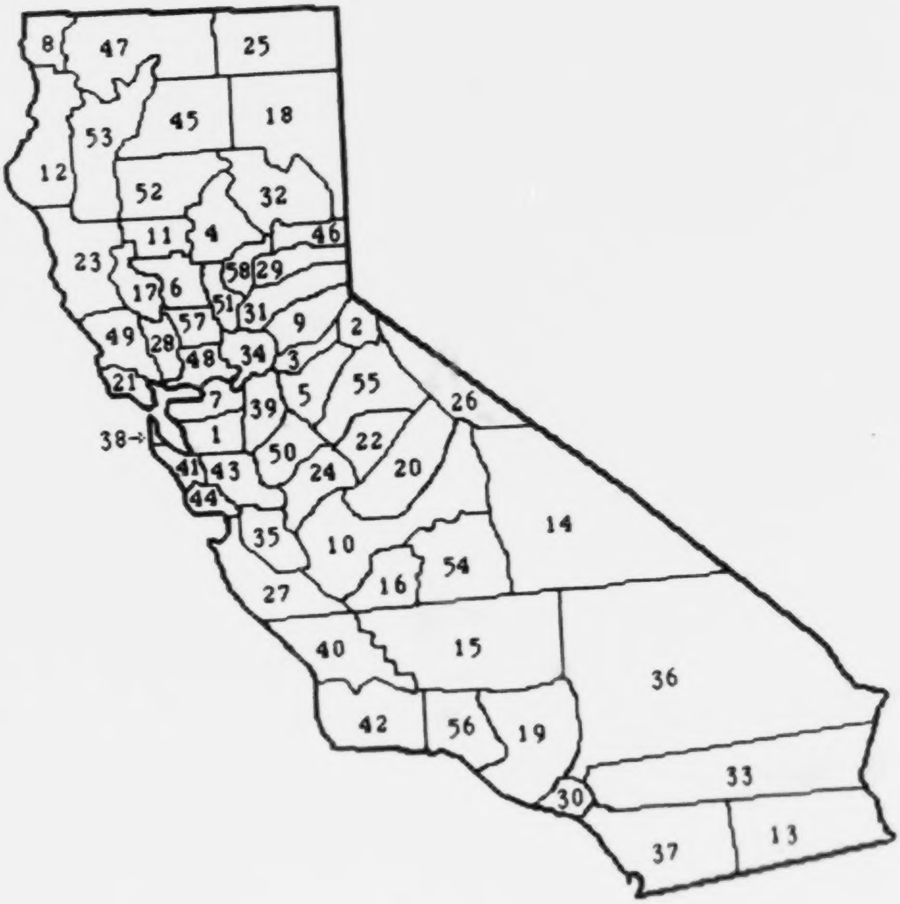
[a] In actuality, sampling errors are not as straightforward as this table suggests because they vary by type of sample as well as by the factors incorporated into the table above. However, errors tend to fall into patterns and rough approximations can be made by the use of a number of simplifying assumptions that are reasonably accurate in most situations. This table has been prepared by using such assumptions.

Figure II-3

Map showing the location of California's counties.

KEY

The numbers are keyed to the county names listed in Table 2-3 in this Appendix.


8
47
25
53
45
18
12
52
32
11
4
46
23
58
29
17
6
51
31
9
2
57
49
28
48
34
3
21
7
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55
26
39
38→
1
50
22
41
43
24
20
44
14
35
10
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16
27
40
15
36
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56
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13

APPENDIX D

LISTING OF VARIABLE MEASUREMENT PROCEDURES

This appendix lists the measurement procedures for each the variables used in this report. The variables are presented in the same order of the questionnaire phases explained in section of questionnaire design at the beginning of Chapter II. These phases consisted of:

Phase 1: Identification of gap situations
Phase 2: Identification of gap situation for in-depth analysis
Phase 3: Questions in situation analyzed in depth
Phase 4: Most important question in situation analzyed in depth
Phase 5: The micro-situation leading to most important question
Phase 6: Ease of getting answer to most important question
Phase 7: Helps expected from answer to most important question
Phase 8: Strategies used to answer most important question
Phase 9: Completeness of answer to most important question
Phase 10: Barriers to answering most important question
Phase 11: Library use
Phase 12: Demography

The following information components are provided for each variable measured:

DATA COLLECTION AND CODING:
This section details how the data was collected and coded. It also lists the variable name(s).

N STANDARD AND MISSING DATA:
Not all variables were assessed for all 1040 respondents. Some, for example, were assessed only for respondents who had a situation selected for in-depth analysis or respondents who had most important questions. In all, there were six different frequently used n standards in this study:

SUB-SET OF RESPONDENTS	n standard
all respondents	1040
respondents who situation selected for in-depth analysis	997
respondents with most important question in in-depth situation	737
respondents who got a complete or partial answer to their most important question	655
respondents who got a no or partial answer to their most important question	328
respondents who recalled last library use	844

Additional n standards used for only one variable each are reported below in the presentation of that variable. This section of each variable's presentation lists the appropriate n standard and then reports whether there was any missing data which brought the n down below the n standard. Missing data is caused by any of the following -- respondent refusals, interviewer error, coder error, or computer analyst error. Typically, low levels of missing data are recoded to either the central value for a given variable (e.g., the mean) or to some other conceptually logical value. In this data base, missing codes on all variables except demography were recoded. The amount of missing data found and the values to which it was recoded are indicated in this section of variable presentation. For demographic measures, the missing data cases are excluded from all analyses. The levels of this missing data are reported below.

INTERJUDGE CODING RELIABILITY:
In this report, 63 variables were measured from respondent answers to open-ended questions. Standard procedures for content analysis were used to code these verbal answers. In this process, it is required that a measure of interjudge coding reliability be obtained. This is an assessment of the percentage of time two coders working independently agree on their codes using the same set of content analytic categories and rules. The measures of reliability used in this study consisted of the Stempel percentage agreement index and the Scott adjusted index. (Stempel, 1955; Scott, 1955). The Stempel index is the more liberal measure. It is computed by this formula:

$$100 \times \frac{\text{\# of times 2 coders agreed}}{\text{\# of units 2 coders coded in common}}$$

Thus, if two coders coded 100 units in common and agreed on 90, their percentage agreement index would be 90.0%. The Scott index adjusts the obtained percentage agreement index for the effect of chance on the coding. This can most simply be illustrated in the context of a coding of a variable with three values. If the units distribute across the three values equally then there is a 33.3% chance of any unit falling into a category. The adjustment formula is:

$$\frac{\text{percentage agreement index} - \text{chance factor}}{100.0 - \text{chance factor}}$$

The impact of this adjustment on the 90.0 reliability above is shown as follows:

$$\frac{90.0 - 33.3}{100.0 - 33.3} = 85.1\%$$

If the distribution of the units across the three codes in this hypothethical example were not distributed equally then the chance factor would be even higher. If, for example, the distribution was 10-10-80, then the chance factor would be 67.6%. This is computed by squaring the proportion of units falling into each category, summing these squares across categories, and multiplying the result by 100. The impact of the chance factor in this case would reduce reliability to:

$$\frac{90.0 - 67.6}{100.0 - 67.6} = 69.1\%$$

In computing interjudge coding reliabilities for this study, the master coder coded a systematic random sub-sample of all verbal material so that the results could be compared with the coders' work. The resulting interjudge reliability figures are presented for content analytic variables below. If a variable does not have such a report, the variable was then measured based on close-ended questionnaire items which were pre-coded.

Reliability standards are well-established for the percentage agree index. It is generally accepted that interjudge coding reliability should be at least 85% on this measure. No such standards exist for the more conservative Scott's measure although work has been published with obtained Scott's as low as 75%. Reliabilities in this study are all above 88% for the percentage agreement index and above 85% for Scott's.

PHASE 1 - IDENTIFICATION OF GAP SITUATIONS FACED IN LAST MONTH

VARIABLE SET 1-1: NATURE OF GAP SITUATIONS FACED IN PAST MONTH

DATA COLLECTION AND CODING:
Respondents were asked in which of these 19 areas they had faced gaps in the past month. Each measure was pre-coded 0 (did not face) and 1 (faced). The 19 gap situations measures were:
a) governmental concerns and issues
b) learning something new
c) job-related concerns
d) recreation and leisure time
e) caring for children
f) neighborhood/community concerns
g) housing concerns
h) transportation
i) shopping/buying things
j) managing money
k) relationships with family and friends
l) being in school
m) health matters
n) discrimination and race relations
o) legal matters
p) safety/crime concerns
q) concerns with current events/news
r) religious concerns
s) other

N STANDARD AND MISSING DATA:
n1 = 1040 (all respondents) for all 19 measures. Missing data less than 1%, recoded on each measure to 0.

VARIABLE SET 1-2: NUMBER OF GAP SITUATIONS NAMED

DATA COLLECTION AND CODING:
A count of the number of gap situations above which the respondent faced in the past month. The resulting measure had a range from 0 to 19 with a mean of 8.5 and a standard deviation of 4.2.

N STANDARD AND MISSING DATA:
As in variable set 1-1 above.

PHASE 2: IDENTIFICATION OF GAP SITUATION FOR IN-DEPTH ANALYSIS

VARIABLE SET 2-1: NATURE OF GAP SITUATION ANALYZED IN DEPTH

DATA COLLECTION AND CODING:
As described in Table 2-4 in Appendix C. The resulting measure had five categories:
a) governmental concerns and issues
b) learning something new
c) job-related concerns
d) recreation and leisure
e) most important

N STANDARD AND MISSING DATA:
n2 = 997 respondents for whom a situation was selected for in-depth analysis. The remaining 43 respondents of the total 1040 indicated they had faced no gap situations in the past month. No missing data below the n2 standard.

PHASE 3: QUESTIONS IN SITUATION ANALYZED IN-DEPTH

VARIABLE SET 3-1: QUESTION ASKING

DATA COLLECTION AND CODING:
Respondents were asked which of a series of 18 questions (even if asked only in the head) they had in the gap situation analyzed in depth. Each measure was pre-coded 0 (did not have this question) and 1 (did have this question). The 18 questions were:
a) How will things turn out?
b) How are things related to each other?
c) What's going on in this siutation?
d) What caused or led up to this situation?
e) What's my role, how do I fit in?
f) What are the ways things should be done, the rules, the laws?
g) How can I get motivated?
h) Can I avoid or get away from bad consequences?
i) What are my options, what's the best thing to do?
j) If I do this, what will happen?
k) How, or when, or where can I do something?
l) How can I get around all the red tape in the bureaucracy?
m) What are my feelings, wants, motives, or reasons?
n) Are there other ways I can think about this situation?
o) Am I alone, is anyone listening or agreeing with me?
p) What information is available for this situation?
q) What sources, or services, or help are available?
r) What are someone else's motives, feelings, reasons, wants?

N STANDARD AND MISSING DATA:
n2 = 997 respondents with in-depth situations selected. Missing data less than than 1%, recoded on each measure to 0.

VARIABLE SET 3-2: QUESTION IMPORTANCE

DATA COLLECTION AND CODING:
For each question respondents indicated they had, they were asked how important the question was. An importance rating was assessed for each of the 18 questions above with the following codes: 0 (did not have this question), 1 (slightly important), 2 (moderately important), 3 (very important). The list of 18 questions remained as indicated above.

N STANDARD AND MISSING DATA:
As in variable set 3-1 above.

PHASE 4: MOST IMPORTANT QUESTION IN SITUATION ANALYZED IN DEPTH

VARIABLE SET 4-1: MATCH TO CLOSE-ENDED QUESTION LIST

DATA COLLECTION AND CODING:
Each respondent was asked to state in his/her own words the most important question he/she had in the gap situation analyzed in depth. The statements were content analyzed in four different ways. The first of these involved judging which of the close-ended question statements used in Phase 3 (above) represented the respondent´s open-ended question best. The variables which resulted consisted of 18 dichotomously coded items with codes of 0 (not a match) and 1 (a match).

N STANDARD AND MISSING DATA:
n3 = 737 respondents who had a most important question. While the sum of the percentages coded 1 across the 18 measures should equal 100.0, in actuality they sum to 96.4. This is because 27 respondents gave articulations which were not codeable as questions. Because of the way the coding was conceptualized this was not treated as missing data. Rather respondents with non-question statements were coded with 0 codes in all categories.

INTERJUDGE CODING RELIABILITY:
For the initial coding stages, the dichotomous measures above were coded as one 18-category variable. Reliability measures were conducted at this stage on a systematic random sub-sample of 71 of the total 710 codeable articulations. Results showed a raw percentage agreement index of 91.6%. Using Scott´s change adjustment (chance =14.4), the reliability was 90.1%.

VARIABLE SET 4-2: TIME FOCUS OF QUESTION

DATA COLLECTION AND CODING:
The same question statements were content analyzed to assess whether the question was referring to a gap in the present (at the time the respondent was facing the particular micro-moment in

his/her gap situation); a gap in the past; or in the future. The variables which resulted consisted of three dichotomously coded measures with codes of 0 (not focused at this point in time) or 1 (focused at this point in time). The measures were:
a) past focus
b) present focus
c) future focus

N STANDARD AND MISSING DATA:
As in variable set 4-1 above.

INTERJUDGE CODING RELIABILITY:
Using the same procedures as for variable set 1, the percentage agreement index was 94.4. With Scott´s adjustment (chance = 43.5), the reliability was 90.0.

VARIABLE SET 4-3: ENTITY FOCUS OF QUESTION

DATA COLLECTION AND CODING:
Again, the same question statements were content analyzed to assess what kind of entity the gap implied in the question focused on. The results yielded a set of four dichotomous measures coded 0 (not focused on this entity) and 1 (focused on this entity). The measures were:
a) self as entity focus of gap
b) other as entity focus of gap
c) institution/collectivity as entity focus of gap
d) objects/events/processes as entity focus of gap

N STANDARD AND MISSING DATA:
As in variable set 4-1 above.

INTERJUDGE CODING RELIABILITY:
Using the same procedures as in variable set 1, the percentage agreement index was 93.0, the Scott adjusted index was 87.3 (with a chance factor of 44.9).

VARIABLE SET 4-5: GAP FOCUS OF QUESTION

DATA COLLECTION AND CODING:
The question statements were content analyzed one final time using a scheme called gap focus. Here the coders judged whether the gap implied in the question was attempting to identify:
a) times and places -- the times or locations of events
b) causes and reasons -- the causes which led to events or the motives for people´s actions
c) connectings -- the whats and hows of connecting to other people
d) characteristics of others - the qualities and behaviors of other people and collectivities
e) characteristics of self -- the qualities and behaviors of self
f) characteristics of objects/events -- the nature of objects or events

g) directions and moves -- the whats and hows of moving from one place to another, of attempting to reach goals
h) outcomes -- the consequences and effects of things.

The coding resulted in eight dichotomously coded measures with codes of 0 (question did not attempt to identify this) and 1 (question did attempt to identify this).

N STANDARD AND MISSING DATA:
As in variable set 4-1 above.

INTERJUDGE CODING RELIABILITY:
Using the same procedures as in variable set 1, the percentage agreement index was 88.8% and with a chance factor of 15.9% the Scott adjusted index was 86.7%.

PHASE 5 - THE MICRO-SITUATION LEADING TO MOST IMPORTANT QUESTION

VARIABLE SET 5-1: SITUATION IN PAST

DATA COLLECTION AND CODING:
Immediately after stating their most important question respondents were asked whether the situation that led to this having to ask this question was in the past (pre-coded 0) or still going on (pre-coded 1).

N STANDARD AND MISSING DATA:
n3 = 737 respondents with most important questions. Missing data were less than 1%, recoded to value 1.

VARIABLE SET 5-2: NATURE OF STOPS IN GAP SITUATION

DATA COLLECTION AND CODING:
Respondents were then asked to visualize themselves in the situation that led to asking their most important questions and to imagine "yourself going through that situation as if you were traveling on a road." With that in mind, the interviewer then asked if in this situation...
a) You needed to choose between two or more roads or possibilities that lay ahead of you. (DECISION SITUATION)
b) You were being pulled down a road not of your own choosing. (PROBLEMMATIC SITUATION)
c) You lost your way, there was no road you could take, and it felt like things were out of control. (SPIN-OUT SITUATION)
d) You were on the right road but it was blocked and something stood in your way. (BARRIER SITUATION)
e) You wanted to follow someone down the road who could show you the way, teach you the ropes. (FOLLOWING SITUATION)
Each of these five measures was coded 0 (no) or 1 (yes)

N STANDARD AND MISSING DATA:
As in variable set 5-1.

VARIABLE SET 5-3: STOP WHICH DESCRIBES GAP SITUATION BEST

DATA COLLECTION AND CODING:
Respondents who indicated more than one stop in 5-2 as applying to their situation were asked which described their situation best. The answer was pre-coded into one of the five stop types listed in 5-1 above. Respondents who said "none" was best were pre-coded into a "none" category. Respondents who had indicated that only one stop applied had that stop coded as their "best". The resulting set of six categories is used in this report in two forms -- as a six-category nominal variable and as a series of six dummy variables:
a) Categorical variable: For this variable, each respondent was simply keyed into the data base by a numerical designation signifying which of the six categories best described his/her situation.
b) Dummy variables: For this set of six variables, a computer operation recoded the categorical variable so that a series of six dichotomous variables resulted. The codes for these six variables were 0 (not in this category) and 1 (in this category).

N STANDARD AND MISSING DATA:
As listed in variable set 5-1 above.

VARIABLE SET 5-4: # STOPS FACED IN GAP SITUATION

DATA COLLECTION AND CODING:
A count of the number of 1 codes in variable set 5-2. Range from 0 to 5 and a mean of 0.1.

N STANDARD AND MISSING DATA:
As in variable set 5-1 above.

PHASE 6 - EASE OF GETTING ANSWER TO MOST IMPORTANT QUESTION

VARIABLE SET 6-1: DIFFICULTY OF ANSWERING QUESTION

DATA COLLECTION AND CODING:
Respondents were asked to judged on a 4-point scale how easy it was to get a complete answer to their most important question. The pre-coded scale consisted of: 0 (very easy), 1 (somewhat easy), 2 (somewhat difficult), and 3 (very difficult). The mean was 1.4 and standard deviation 1.0.

N STANDARD AND MISSING DATA:
n3 = 737 respondents with most important questions. Missing data less than 1%, recoded to the modal value (1).

VARIABLE SET 6-2: DIFFICULTY COMPARED TO OTHER PEOPLE

DATA COLLECTION AND CODING:
Respondents were asked how difficult it was compared to others to get an answer to their most important question. Scale values were 0 (much easier), 1 (slightly easier), 2 (slightly harder),

and 3 (much harder). The mean was 1.1 and standard deviation 0.9.

N STANDARD AND MISSING DATA:
As in variable set 6-1 above.

PHASE 7 - HELPS EXPECTED FROM ANSWER TO MOST IMPORTANT QUESTION

VARIABLE SET 7-1: HELP SEEKING

DATA COLLECTION AND CODING:
Respondents were asked which of 16 different ways they hoped the answer to their most important question would help them. Each of the 16 measures was coded 0 (no, not this way) or 1 (yes, this way). The 16 helps were:

a) understand the situation better
b) understand others better
c) plan what to do or when or how to do it
d) get better at going something
e) accomplish something you wanted to
f) get motivated
g) keep going when it seemed hard to go on
h) get out of a bad situation
i) calm down, ease worries
j) avoid a bad situation
k) take your mind off things
l) feel reassured or hopeful
m) feel good about yourself
n) make contact with others
o) feel not alone
p) get happiness or pleasure

N STANDARD AND MISSING DATA:
n3 = 737 respondents with most important questions. Missing data were under 1%, recoded to 0 on all measures.

VARIABLE SET 7-2: IMPORTANCE OF HELPS SOUGHT FROM ANSWERS

DATA COLLECTION AND CODING:
For each help respondents said they hoped for, they were asked how important it was to be helped in this way. Pre-coded values were: 0 (did not seek this help), 1 (slightly important), 2 (moderately important), and 3 (extremely important).

N STANDARD AND MISSING DATA:
As in variable set 7-1 above.

PHASE 8 - STRATEGIES USED TO ANSWER MOST IMPORTANT QUESTION

VARIABLE SET 8-1: STRATEGIES USED TO ANSWER QUESTIONS

DATA COLLECTION AND CODING:
Respondents were asked which of 13 different strategies they used to attempt to get answers to their most important questions.

Pre-coded values for all 13 measures were: 0 (did not use this strategy) and 1 (used this strategy). The 13 strategies were:

a) your own thinking or experience
b) the media
c) authorities or professionals
d) family members
e) co-workers
f) friends or neighbors
g) social service agencies
h) business persons
i) religious leaders
j) people in government
k) libraries
l) schools or colleges
m) other

N STANDARD AND MISSING DATA:
n3 = 737 respondents with most important questions. Missing data under 1%, recoded to 0.

VARIABLE SET 8-2: AMOUNT OF ANSWER OBTAINED FROM DIFFERENT STRATEGIES

DATA COLLECTION AND CODING:
Respondents who indicated they used a particular strategy were asked how much of an answer they got: none (code 1), some (2) or most (3). This produced an additional 16 measures.

N STANDARD AND MISSING DATA:
The n standard for these measures is specific to each individual measure because the relevant respondent sub-sets are those who used the particular strategy. The n standards (identified by the letters used to denote strategies in 8-2 above) were:

a) n7 = 657
b) n8 = 273
c) n9 = 430
d) n10 = 383
e) n11 = 298
f) n12 = 358
g) n13 = 106
h) n14 = 229
i) n15 = 155
j) n16 = 142
k) n17 = 214
l) n18 = 229
m) n19 = 64

PHASE 9 - COMPLETENESS OF ANSWER TO MOST IMPORTANT QUESTION

VARIABLE SET 9-1: SUCCESS IN QUESTION ANSWERING

DATA COLLECTION AND CODING:
The respondent was then asked how much of an answer they got to their most important question across all sources: complete (coded 2), partial (1), or none (0). The mean was 1.4, standard deviation 0.7.

N STANDARD AND MISSING DATA:
n3 = 737 respondents with most important questions. Missing data less than 1%, recoded to 0.

VARIABLE SET 9-2: HELPED BY ANSWER TO QUESTION

DATA COLLECTION AND CODING:
Respondents who indicated they got partial or complete answers to their most important questions were asked how much the partial/complete answer helped: a lot (coded 2), a little (1), or not at all (0). The mean was 1.5, standard deviation 0.6.

N STANDARD AND MISSING DATA:
n5 = 655 respondents who got partial or complete answers to their most important questions. Missing data under 1%, recoded to 0.

VARIABLE SET 9-3: EXPECT TO GET COMPLETE ANSWER IN FUTURE

DATA COLLECTION AND CODING:
Respondents who indicated they got partial or no answers to their most important questions were asked whether they expected to get a complete answer in the future. Pre-coded values were: 0 (no), 1 (maybe), and 2 (yes). The mean was 1.3, standard deviation 0.8.

N STANDARD AND MISSING DATA:
n6 = 328 respondents who got no or partial answers to their most important questions. Missing data under 1%, recoded to 0.

PHASE 10 - BARRIERS TO ANSWERING MOST IMPORTANT QUESTION

VARIABLE SET 10-1: BARRIERS TO ANSWERING QUESTIONS

DATA COLLECTION AND CODING:
Respondents who indicated they got partial or no answers to their most important questions were asked what they thought prevented them from getting a complete answer so far. Their verbal responses were content analyzed for up to three reasons per respondent using the following scheme:

Situation/question as barrier
00 = no resolution/no answer exists
01 = situation too big, complex, confusing
02 = situation recurring, escalating, perennial, pervasive
03 = timing wrong, passing of time needed
04 = situation inherently uncertain, filled with unexpecteds
09 = other

Respondent as barrier
10 = emotions, anxieties, reluctance to know
11 = ignorance, lack knowledge, understanding, experience
12 = shyness, fear of the act of asking
13 = physical inability to ask
14 = procrastination, forgetfulness, indecision
15 = lack of money, material resources
16 = lack of time
17 = in overload

18 = own limitations, lack of discipline
60 = indifference, lack motivation
19 = other

Other person /collectivity as barrier

20 = lack experience, knowledge, understanding
21 = incompetence, laziness, slowness
22 = untrustworthiness, lack believability
23 = inaccessible because of geography/time
25 = uncooperative, uncaring, unwilling to help
26 = procrastination, forgetfulness
27 = inarticulateness, inability to communicate
28 = inability to see me
71 = inability to decide
72 = bureaucracy, politics, organizational controls
29 = other

Nature of the answer

30 = no new information
31 = didn´t include range of possibilities
32 = didn´t include reasons
33 = didn´t include facts
34 = didn´t include opinions
35 = didn´t relate to real experience
36 = didn´t include examples, illustrations
37 = too brief, incomplete
38 = too complex, difficult, incomprehensible
39 = conflicted with other answer/experience
44 = too indefinite, uncertain
49 = other

The most detailed version of these barrier categories consists of dichotomous variable for each of the categories above with code values of 0 (no portion of the respondent´s answer fell into this category) and 1 (a portion did fall into this category). A second version of these categories collapsed them into six logical groupings tapping the nature of the barriers respondents pointed to:

a) situation complexity (codes 00,01,02,04,09 above)
b) timing (codes 03,23)
c) own emotions, motivations (codes 10,12,14,18,60)
d) lack resources (11,15,16,19)
e) other people/collectivities (20,21,22,25,26,27,28,29,71,72)
f) inadequate answer (30,31,32,33,34,35,36,37,38,39,44)

The measures were dichotomously coded such that a code of 0 meant that no portion of the respondent´s answer fell into any of the designated codes and a code of 1 meant that a portion did fall into the designated codes.

N STANDARD AND MISSING DATA:
n6, 328 respondents who got no or partial answers to their most important questions. No missing data. Percentages across the categories will not sum to 100.0 because 10% of the respondents gave no verbal answer. This was not counted as missing data

because of the way the coding was conceptualized as indicated above. These respondents were coded with 0's on all categories.

INTERJUDGE CODING RELIABILITY:
In all, 318 code judgements were made. A systematic random subsample of 32 was drawn. Interjudge coding reliabilities were as follows: percentage agreement index, 90.7%; Scott's adjusted index, 89.7% (chance factor, 9.9%).

PHASE 11 - LIBRARY USE

VARIABLE SET 11-1: RECALL LAST LIBRARY USE

DATA COLLECTION AND CODING:
The first question respondents were asked in the library use section was whether they recalled their last library use. Pre-coded values were 0 (no) and 1 (yes).

N STANDARD AND MISSING DATA:
n1, all 1040 respondents. Missing data under 1%, recoded to 0.

VARIABLE SET 1-2: RECENCY OF LIBRARY USE

DATA COLLECTION AND CODING:
Respondents who could recall their last library use were asked how long ago it occurred. They could answer in days, weeks, months, or years. Their verbal answers were recomputed into number of weeks ago the contact occurred. The resulting measure was incorporated into both continuous and categorical versions.
a) Continuous version: This measure had a range from 000 (this week) to 998 weeks or more (19.2 years or more). The mean was 88.7, standard deviation 219.9.
b) Categorical version: Seven categories with as near equal n's as possible were created from the continuous measure. They were: this week, 2-3 weeks, 1-3 months, 3-6 months, 1/2 - 2 years, more than 2 years.

N STANDARD AND MISSING DATA:
n20 = 844 respondents of the 851 respondents who could recall their last library use provided explicit recency data. This n became the n standard for the rest of the library use measures. No missing data on this measure.

VARIABLE SET 11-3: HELPED BY MOST RECENT LIBRARY USE

DATA COLLECTION AND CODING:
Respondents were asked if the most recent library use helped them. Pre-coded values were 0 (no) and 1 (yes).

N STANDARD AND MISSING DATA:
As in 11-2 above.

VARIABLE SET 11-4: HINDERED BY MOST RECENT LIBRARY USE

DATA COLLECTION AND CODING:
Respondents were asked if the most recent library use hindered them in some way. Pre-coded values were 0 (no) and 1 (yes).

N STANDARD AND MISSING DATA:
As in 11-2 above.

VARIABLE SET 11-5: REASONS FOR LIBRARY USE

DATA COLLECTION AND CODING:
Respondents were asked to describe their mosy recent contact with the library briefly. These verbal responses were content analyzed using the scheme below.

Went to library to get/reserve/use materials
00 = fiction reading specified
01 = non-fiction reading specified (including reference books but excluding magazines, newspapers)
02 = newspapers
03 = magazines
04 = books (not specified as to what kind)
08 = to browse, look around
40 = to get answers, materials of an unspecified nature
60 = records
61 = tapes, cassettes
62 = video tapes
63 = films

Went to library to complete a project
07 = to study, use library as study hall, study with purpose unspecified
11 = school paper, report, thesis, etc.
12 = work, employment project
13 = home project (home care, hobbies, interests)
15 = leisure/pleasure reading
14 = project indicated but not specified

Went to library to use other services
20 = copy machines
21 = restrooms
22 = attend meetings, obtain meeting room
23 = typewriters
24 = phones
25 = see exhibit, see building
26 = read schedules
27 = get tax form

Went to library to do library-related business
30 = return materials
31 = negotiate a fine
32 = get library card
34 = pay fine

Went to library for other purpose

50 = meet people, socialize
51 = pass time, something to do
52 = rest, relax
53 = accompany, help someone else
54 = donate books, materials
55 = work there as employee
56 = chance intersection, walked by building
57 = school/college tour of building

The detailed version of the use of these categories yielded a dichotomous variable for each category coded such that a 0 meant the respondent's answer did not fall into the category and a 1 meant that it did. An abbreviated version collapsed the categories into logical groupings as follows:

Context of use

a) school (codes 07,11 above)
b) work (12)
c) home, leisure (13,15)
d) unspecified (14)

Materials/services used

a) non-fiction books (01)
b) fiction books (00)
c) newspapers, magazines (02,03)
d) films, records, tapes (60,61,62,63)
e) unspecified books, materials (04,08,09,40,30)
f) other library services (20,21,22,23,24,25,26,27)

Other purposes

a) pay fines, get cards (31,32,34)
b) accompany someone (53)
c) socialize (50)
d) rest, pass time (51,52)
e) other (54,55,56,57)

Each of these categories was treated as a dichotomous measure with codes of 0 (respondent answer did not fall here) and 1 (respondent answer did fall here).

N STANDARD AND MISSING DATA:
As in 11-2 above. There was no missing data. Each respondents answer could be coded to a maximum of three depths. The average respondent was coded to 2.1 depths. The sum across categories of the percentages of respondent who fell into each category will total to more than 100.0 for this reason.

INTERJUDGE CODING RELIABILITY:
A 10% random sub-sample was drawn of 175 coding judgements. The interjudge reliability figures were: 91.5% percentage agreement index; chance factor, 20.7%; Scott's adjusted index, 89.9%.

VARIABLE SET 11-6: HELPS FROM MOST RECENT LIBRARY USE

DATA COLLECTION AND CODING:

Respondents who indicated that they had been helped by their most recent library contact were asked how the contact helped. These answers were content analyzed into the following categories.

a) got materials, information
b) able to plan what to do, when, or how
c) reached a goal
d) got started, confirmed, motivated
e) got refuge, peace, calm
f) got connected to others
g) got happiness, pleasure

Values on each of these measures were: 0 (respondent answer did not fall into this category) and 1 (respondent answer did fall into this category).

N STANDARD AND MISSING DATA:

n20 = 844 respondents who recalled last library use. In actuality, only 678 respondents indicated they were helped by their contact. The n standard was kept at the 844 figure, however, to provide a constant baseline for assessing all the library use measures. A given respondent could have an answer coded 1 on more than one of the seven measures. On the average, respondents were coded into 1.2 categories.

INTERJUDGE CODING RELIABILITY:

A total of 797 coding judgments were made. On a systematic random sample of 80 units, the following reliabilities were calculated: 92.5% percentage agreement index, 32.5% chance factor, 88.8% Scott's adjusted index.

VARIABLE SET 11-7: HINDRANCES FROM MOST RECENT LIBRARY USE

DATA COLLECTION AND CODING:

The respondents who indicated that their most recent contact with a library hindered or blocked them were asked how. Their responses were content analyzed into two categories:

a) did not get materials, information
b) other hindrances

Each measure was coded dichotomously with a 0 indicating that the respondent's answer did not fall into this category and a 1 indicating that it did.

N STANDARD AND MISSING DATA:

n20 = 844 respondents who recalled a last library use. In actuality, only 55 respondents said their contact hindered them and they were coded into an average of 1.1 of the above categories. The n was kept at 844, however, for the reasons specified in 11-6 above.

INTERJUDGE CODING RELIABILITY:

A total of 59 coding judgments were made. An interjudge coding reliability check was completed on all judgments. Percentage agreement index was 100.0, chance factor 56.4, Scott's adjusted index 100.0.

PHASE 12 - DEMOGRAPHY

VARIABLE SET 12-1: NUMBER OF CHILDREN IN HOUSEHOLD

DATA COLLECTION AND CODING:
Respondents were asked if there were any children under 18 residing in their households and, if so, how many. Results were pre-coded on a scale from 0 (none) to 8 (8 or more). The resulting variable had a mean of 0.8 and standard deviation of 1.1. The mean number of children for those households with one or more was 1.8. A categorical version was developed as follows:
a) no children (n = 588)
b) one child (n = 202)
c) two children (n = 163)
d) three or more children (n = 80)

N STANDARD AND MISSING DATA:
nl = 1040, all respondents. Missing data = 7 cases excluded from analysis.

VARIABLE SET 12-2: NUMBER OF PEOPLE IN HOUSEHOLD

DATA COLLECTION AND CODING:
Respondents were also asked how many persons 18 years or older lived in their household. The numbers reported under 19 and over 18 were summed yielding this measure. It had a range of 1 (one person) to 8 (8 or more persons). The mean was 2.9 standard deviation 1.5. A categorical version was developed as follows:
a) one person (n = 158)
b) two people (n= 333)
c) three people (n = 200)
d) four people (n = 191)
e) five or more (n = 143)

N STANDARD AND MISSING DATA:
nl = 1040, all respondents. Missing data = 15 cases excluded from analysis.

VARIABLE SET 12-3: NUMBER OF YEARS EDUCATION

DATA COLLECTION AND CODING:
Respondents were asked how many years of education they had completed. The range of the variable was 03 (three years) to 17 (17 or more years). The mean was 13.1, standard deviation 2.8. A categorical version was developed as follows:
a) 11 years or less (n = 212)
b) 12 years (n = 242)
c) 13-15 years (n =312)
d) 16 (n = 127)
e) 17 or more (n = 133)

N STANDARD AND MISSING DATA:
n1 = 1040, all respondents. Missing data = 14 cases, excluded from analysis.

VARIABLE SET 12-4: AGE

DATA COLLECTION AND CODING:
Respondents were asked in what year they were born. The answers were recalculated in age figures with a range of 12-90, a mean of 37.8, and a standard deviation of 18.6. A categorical version was developed as follows:
a) 12-17 years (n = 124)
b) 18-24 (n = 176)
c) 25-34 (n = 230)
d) 35-49 (n = 221)
e) 50-64 (n = 149)
f) 65 or older (n = 122)

N STANDARD AND MISSING DATA:
n1 = 1040, all respondents. Missing data = 18 cases, excluded from analysis.

VARIABLE SET 12-5: COMMUNITY SIZE

DATA COLLECTION AND CODING:
Each respondent was asked to indicate in what size community his/her home was located. Variable pre-coded values were: 0= rural; 1 = a town of less than 10,000; 2 = a small city of 10,000 to 50,000; a moderate size city of 50,000 to 100,000; a city of 100,000 or more. The mean was 2.5, standard deviation 1.3.
A categorical version was developed as follows:
a) less than 10,000 (n = 182)
b) 10,000 - 50,000 (n = 236)
c) 50,000 - 100,000 (n = 213)
d) 100,000 or more (n = 286)

N STANDARD AND MISSING DATA:
n1, 1040, all respondents. Missing data = 123 cases (those who did not know), excluded from analysis.

VARIABLE SET 12-6: RACE

DATA COLLECTION AND CODING:
Respondents were asked to indicate which racial group "best describes you." The groups with resulting n´s were:
a) Hispanic (n = 101)
b) Black (n = 66)
c) Asian (n = 46)
d) American-Indian (n = 39)
e) Anglo-White (n = 720)
f) Other (n = 54).
For use in correlational analyses, the categories were transformed to six dummy variables with codes of 0 (respondent

did not indicate this category) and 1 (respondent did indicate this category).

N STANDARD AND MISSING DATA:
nl = 1040, all respondents. Missing data = 14 cases, excluded from analysis.

VARIABLE SET 12-7: FAMILY INCOME

DATA COLLECTION AND CODING:
Respondents were asked to indicate their total family incomes last year on this scale: 0 = under \$10,000; 1 = \$10,000 - 15,000; 2 = \$15,000 - \$20,000; 3 = \$20,000 - 25,000; 4 = \$25,000 - \$30,000; 5 = \$30,000 - \$35,000; 6 = \$35,000 - \$50,000; 7 = \$50,000 or more. The resulting variable had a mean of 3.6, standard deviation of 2.2. A categorical version was developed as follows:
a) under \$15,000 (n = 177)
b) \$15,000 - 25,000 (n = 219)
c) \$25,000 - 35,000 (n = 208)
d) \$35,000 or more (n = 209)

N STANDARD AND MISSING DATA:
nl = 1040, all respondents. Missing data = 227 cases (refusals), excluded from analysis.

VARIABLE SET 12-8: SEX

DATA COLLECTION AND CODING:
Interviewers recorded respondent sex at the end of the interview. Results showed:
a) female (n = 581)
b) male (n = 448)

N STANDARD AND MISSING DATA:
nl = 1040, all respondents. Missing data = 11 cases (interviewers unable to judge sex), excluded from analysis.

VARIABLE SET 12-9: COUNTY

DATA COLLECTION AND CODING:
Respondents were asked to indicate in what county they resided. Counties were coded using the key in Table C-3 in Appendix C.

N STANDARD AND MISSING DATA:
nl = 1040, all respondents. Missing data = 14 cases, excluded from analysis.

APPENDIX E

SUPPORTING DATA TABLES FOR CHAPTER III

Table 3-1

Percentage of Californians who reported being involved in different numbers of gap situations in the past month.

# OF GAP SITUATIONS FACED	PERCENTAGE OF CALIFORNIANS (n= 1040)
None	3.8
1	2.7
2	4.3
3	3.0
4	3.6
5	5.8
6	7.1
7	8.1
8	8.8
9	10.5
10	8.9
11	8.8
12	6.7
13	6.8
14	3.8
15	2.8
16	2.1
17	1.6
18	.5
19	.2
AVERAGE	8.5

Table 3-2

Percentage of Californians who reported being involved in different kinds of gap situations in the past month.

THE GAP SITUATIONS	PERCENTAGE OF CALIFORNIANS WHO NAMED EACH SITUATION (n=1040)
governmental concerns/issues	29.1
learning something new	66.5
job-related concerns	48.9
recreation and leisure time	58.8
caring for children	47.3
neighborhood/community concerns	38.5
housing concerns	40.0
transportation	46.3
shopping or buying things	72.1
managing money	72.2
relationships with family/friends	74.3
being in school	33.7
health matters	49.4
discrimination or race relations	15.9
legal matters	22.8
safety or crime concerns	34.6
concerns about current events/news	58.4
religious concerns	39.3
other	4.3

Table 3-3

Correlations using demography as predictors of Californians' reports of having faced different gap situations in the last month.

DEMOGRAPHIC MEASURES

1= # children in household (n=1033)
2= # people in household (n=1025)
3= # years education (n=1026)
4= age (n=1022)
5= community size (n=917)
6= Hispanic (n=1026)[b]
7= Black (n=1026)[b]
8= Asian (n=1026)[b]
9= American Indian (n=1026)[b]
10= Anglo-White (n=1026)[b]
11= income(n=813)
12= sex (n=1029)[c]

CORRELATIONS BETWEEN THE DEMOGRAPHIC MEASURES AND REPORTS OF SITUATIONS [a]

THE GAP SITUATIONS	1	2	3	4	5	6	7	8	9	10	11	12
# of gap situations named	.06	.10	.15	-.23	.07		.11			-.08	.11	
kind of gap situations named												
governmental concerns/issues	-.07	-.08	.24	.10							.19	
learning something new		.11	.08	-.24							.10	
job-related concerns			.24	-.21					-.06		.19	.10
recreation and leisure time		.07	.10	-.22						.07	.10	
caring for children	.32	.29		-.19		.13						-.10
neighborhood/community concerns			.12	.07			.10				.10	
housing concerns			.07	-.10		.07	.07		.07	-.12		
transportation				-.21			.08			-.09		.07
shopping or buying things		.06		-.20			.08				.07	
managing money			.15	-.11	.12							
relationships with family/friends	.09	.13		-.25							.13	
being in school	.22	.25	-.22	-.42	.09	.14		.07		-.15		
health matters			.10									-.10
discrimination or race relations			.11				.08			-.11		
legal matters			.13									
safety or crime concerns							.07			-.08		.08
concerns about current events/news	-.06		.18								.13	
religious concerns						.08	.11			-.11		
other			.08	.09								

---

[a] Correlations of .06 significant at p<.05; .09 at p<.01; .12 at p<.001. Non significant correlations are not entered in table.

[b] Coded 0-1 with 1 indicating membership in the designated group. See Chapter II for details.

[c] Coded 0=female and 1=male.

Table 3-4a

Summary portrait of the gap situations which different demographic subgroups of Californians were more likely to report have faced in the past month.

DEMOGRAPHIC MEASURE	This demographic subgroup was significantly more or less likely to report being in these situations
# children in household	**If more children in household,** > gap situations generally > caring for childern > relationships with family/friends > being in school < governmental concerns and issues < concerns about current events/news
# people in household	**If larger household size,** > gap situations generally > learning something new > recreation and leisure > caring for children > shopping or buying things > relationships with family/friends > being in school < governmental concerns/issues
# years education	**If more years of education,** > gap situations generally > governmental concerns/issues > learning something new > job related concerns > recreation and leisure time > neighborhood/community concerns > housing concerns > managing money > health matters > discrimination or race relations > legal matters > concerns about current events/news > other situations < being in school

(continued)

Table 3-4 (continued)

age	**If older,** < gap situations generally > governmental concerns/issues > neighborhood/community concerns > other situations < learning something new < job related concerns < recreation and leisure time < caring for children < housing concerns < transportation < shopping or buying things < managing money < relationships with family/friends < being in school
community size	**If larger community,** > gap situations generally > managing money > being in school
Hispanic	**If Hispanic,** > caring for children > housing concerns > being in school > religious concerns
Black	**If Black,** > gap situations generally > neighborhood/community concerns > housing concerns > transportation > shopping or buying things > discrimination or race relations > safety or crime concerns > religious concerns
Asian	**If Asian,** > being in school

(continued)

Table 3-4 (continued)

American Indian	**If American Indian,** > housing concerns < job related concerns
Anglo-White	**If Anglo-White,** < gap situations generally > recreation and leisure time < housing concerns < transportation < being in school < discrimination or race relations < safety or crime issues < religious concerns
income	**If income larger,** > gap situations generally > governmental concerns/issues > learning something new > job-related concerns > recreation and leisure time > neighborhood/community concerns > shopping or buying things > relationships with family/friends > concerns about current events/news
sex	**If male,** > job related concerns > transportation > safety or crime concerns **If female,** > caring for children > health matters

a This table summarizes Table 3-3.

Table 3-5a

Summary portrait of the demographic subgroups of Californians who were more likely to report being involved in different gap situations in the past month.

THE GAP SITUATIONS	This gap situation was signficantly more likely to be reported by this demographic group...
# gap situations generally	**More likely to report more situations if** * more children in household * more people in household * more educated * younger * larger community * Black * not Anglo-White * higher income
governmental concerns/ issues	**More likely to report this situation if** * more educated * older * higher income * fewer children in household * fewer people in household
learning something new	**More likely to report this situation if** * more people in household * more educated * higher income * younger
job-related concerns	**More likely to report this situation if** * more educated * higher income * male * younger * not American Indian
recreation and leisure time	**More likely to report this situation if** * more people in household * more educated * Anglo-White * higher income * younger

(continued)

Table 3-5 (continued)

caring for children	**More likely to report this situation if** * more children in household * more people in household * Hispanic * younger * female
neighborhood/community concerns	**More likely to report this situation if** * more educated * older * Black * higher income
housing concerns	**More likely to report this situation if** * more educated * Hispanic * Black * American Indian * younger * not Anglo-White
transportation	**More likely to report this situation if** * younger * Black * not Anglo-White * male
shopping or buying things	**More likely to report this situation if** * more people in household * younger * Black * higher income
managing money	**More likely to report this situation if** * more educated * younger * larger community
relationships with family/friends	**More likely to report this situation if** * more children in household * more people in household * younger * higher income

(continued)

Table 3-5 (continued)

being in school	**More likely to report this situation if** * more children in household * more people in household * less educated * younger * larger community * Hispanic * Asian * not Anglo-White
health matters	**More likely to report this situation if** * more educated * female
discrimination or race relations	**More likely to report this situation if** * more educated * Black * not Anglo-White
legal matters	**More likely to report this situation if** * more educated
safety or crime concerns	**More likely to report this situation if** * Black * male * not Anglo-White
concerns about current events/news	**More likely to report this situation if** * fewer children in household * more educated * higher income
religious concerns	**More likely to report this situation if** * Hispanic * Black * not Anglo-White
other	**More likely to report this situation if** * more educated * older

[a] This table summarizes Table 3-3.

Table 3-6

Correlations showing how teenaged Californians aged 12-17 years differed from the general population in their reports of being involved in different gap situations in the past month.

	Correlations between teenager variable and gap situation measures[b]
# of gap situations faced	
gap situations	
governmental concerns/issues	-.14[a]
learning something new	.09
job-related concerns	-.17
recreation and leisure time	
caring for children	.09
neighborhood/community concerns	
housing concerns	
transportation	.06
shopping or buying things	
managing money	-.12
relationships with family/friends	.07
being in school	.40
health matters	-.08
discrimination or race relations	
legal matters	-.11
safety or crime concerns	
concerns about current events/news	-.09
religious concerns	
other	-.06

---

[a] Correlations of .06 significant at $p<.05$; .09 at $p<.01$; and .12 at $p<.001$. Only significant correlations are entered in table.

[b] The teenager variable consists of a measure coded 1 if the respondent was in the teenage group (aged 12-17) and 0 if the respondent was not. There were 124 respondents in the teenage group. In all, 1022 respondents were measured on the age variable.

Table 3-7[a]

Summary portrait of the gap situations which teenage Californians were more or less likely to report having faced in the past month.

TEENAGERS WERE SIGNIFICANTLY MORE LIKELY TO REPORT BEING IN THESE SITUATIONS:

> learning something new
> caring for children
> transportation
> relationships with family/friends
> being in school

TEENAGERS WERE SIGNIFICANTLY LESS LIKELY TO REPORT BEING IN THESE SITUATIONS:

< governmental concerns/issues
< job-related concerns
< managing money
< health matters
< legal matters
< concerns about current events/news
< other concerns

---

[a] This table summarizes Table 3-6.

Table 3-8

Average number of stops and different kinds of stops reported by Californians for different gap situations analyzed in depth.

THE GAP SITUATIONS ANALYZED IN DEPTH [e]		Percentage of gap situations (n=737) analyzed in depth reported as having this stop [f] D = decision P = problemmatic S = spin-out B = barrier F = following				
	mean number stops named	D	P	S	B	F
Elicited for in-depth analysis						
governmental concerns/ issues	1.5	45.8	35.6bc	13.6	30.5	27.1_a
learning something new	1.8	53.8	21.2a	17.9	36.3	52.4^b
job-related concerns	2.0	65.5	37.1c	21.6	45.7	33.6_a
recreation/leisure time	1.7	57.8	22.4ab	17.2	36.2	34.5^a
Volunteered for in-depth analysis						
Most important	2.0	58.3	34.4bc	25.6	42.2	36.5_a
p	--	--	**	--	--	***
ACROSS ALL IN-DEPTH ANALYSES	1.9	57.0	29.2	20.5	39.2	39.6

[abcd] The statistical tests read vertically down the columns. Percentages with unlike superscripts are significantly different from each other at $p<.05$. Overall significance test probabilities are $*p<.05$; $**p<.01$; $***p<.001$. See Chapter II for details.

[e] The gap situations form the predictor variable with n's for the categories being:
governmental concerns/issues (n=59)
learning something new (n=212)
job-related concerns (n=116)
recreation/leisure time (n=116)
most important (n=230)

[f] The respondents included as units of analysis here include those with gap situations analyzed in depth for which there was a most important question. The n standard is n_3. See Chapter II for details.

Table 3-9

Comparison of the frequency with which Californians named gap siuations a ones they faced last month to the frequency with which they named these gaps situations as most important.

GAP SITUATIONS	PERCENTAGE OF CALIFORNIANS			
	All gap situation (n=1040)		Most important gap situation (n=284)[a]	
	%	rank	%	rank
relationships with family/friends	74.3	1	12.7	2
managing money	72.2	2.5	7.7	6
shopping or buying things	72.1	2.5	2.5	14.5
learning something new	66.5	4	14.4	1.0
recreation and leisure time	58.8	5	6.3	8
concerns about current events/news	58.4	6	1.4	16.5
health matters	49.4	7	8.5	4
job-related concerns	48.9	8	8.1	5
caring for children	47.3	9	10.2	3
transportation	46.3	10	2.8	12.5
housing concerns	40.0	11	3.2	10.5
religious concerns	39.3	12	3.2	10.5
neighborhood/community concerns	38.5	13	2.5	14.5
safety or crime concerns	34.6	14	4.6	9
being in school	33.7	15	2.8	12.5
governmental concerns/issues	29.1	16	7.0	7
legal matters	22.8	17	1.4	16.5
discrimination or race relations	15.9	18	0.7	18
other situations	4.3	19	0.9[b]	19

RANK ORDER CORRELATION = .61, significant at $p<.01$

[a] All 1040 respondents named gap situations they faced in the last month. Only 284, however, were randomly assigned to the condition in which the gap situation selected for in-depth analysis was the one they defined as most important. See Chapter II and Appendix D for details.

[b] In all, three respondents named a most important situation which they had categorized as "other." Since the number was so small, these situations were recoded to the most logical of the specified categories.

Table 3-10

Comparison of the percentage of Californians naming different gap situations in the 1979 versus 1984 studies.

GAP SITUATIONS	PERCENTAGE OF CALIFORNIANS[a] 1984 (n=1040) %	 rank	 1979 (n=646) %	 rank
relationships with family/friends[a][d]	74.3	1	32.8	10
managing money[a]	72.2	2.5	61.0	1
shopping or buying things[a]	72.1	2.5	60.4	2
learning something new [b]	66.5	--	----	--
recreation and leisure time[a][d]	58.8	4.5	39.8	9
concerns about current events/news	58.4	4.5	24.6	12
health matters	49.4	6	57.0	4
job-related concerns	48.9	7	56.5	5
caring for children	47.3	8	10.4	15
transportation	46.3	9	46.8	6
housing concerns	40.0	10	58.2	3
religious concerns[b]	39.3	--	----	--
neighborhood/community concerns	38.5	11	40.4	8
safety or crime concerns	34.6	12	31.4	11
being in school[a][d]	33.7	13	42.1	7
governmental concerns/issues[b]	29.1	--	----	--
legal matters	22.8	14	21.0	13
discrimination or race relations[b]	15.9	--	----	--
other situations	4.3	15	16.6	14
AVERAGE # OF GAP SITUATIONS NAMED	8.5		6.0	

RANK ORDER CORRELATION:[c] .42, not significant
ADJUSTED RANK ORDER CORRELATION: .62, significant at $p < .01$

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[a] The labels for these categories differed in the 1979 study as follows:
family relations, 1979; relations with family/friends, 1984;
money matters, 1979; managing money, 1984;
consumer issues, 1979; shopping or buying things, 1984;
recreation, sports, or entertainment, 1979;
recreation and leisure time, 1984;
education, 1979; being in school, 1984.

In addition, for the latter category (education), the 1984 study included a new but related category (learning something new) in order to enlarge the learning focus beyond formal classroom settings.

(continued)

Table 3-10 (continued)

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[b] These categories were not probed specifically in the 1979 study. If they were named by respondents they would have categorized them into whatever other category made the best personal sense.

[c] In calculating rank order correlations, the overall correlation was calculated for all categories of gap situations which were specifically probed in both the 1979 and 1984 studies. An adjusted rank order correlation was calculated which deleted those categories whose category labels differed markedly between 1979 and 1984. The deleted categories are identified with a suprascript d.

APPENDIX F

SUPPORTING DATA TABLES FOR CHAPTER IV

Table 4-1

Correlations using types of gap situations as predictors of the importance ratings Californians gave different questions.

Elicited for in-depth analysis
1= governmental concerns/issues (n=76)[a]
2= learning something new (n=279)
3= job-related concerns (n=147)
4= recreation/leisure time (n=211)

Volunteered for in-depth analysis
5= most important (n=284)

THE QUESTIONS	% WHO ASKED THIS QUESTION (n=997)	CORRELATIONS BETWEEN TYPES OF GAP SITUATIONS AND QUESTION IMPORTANCE RATINGS 1	2	3	4	5
How will things turn out?	74.9	.09	.08	.09	-.20	
How are things related to each other?	53.6		.11		-.17	
What's going on in this situation?	69.3	.09	.08		-.17	
What caused or lead up to this situation?	59.9				-.16	.11
What's my role, how do I fit in?	58.4				-.14	.08
What are the ways things should be done, the rules, the laws?	65.1		.09		-.13	

(continued)

Table 4-1 (continued)

		1	2	3	4	5
How can I get motivated?	48.9	-.08	.06			
Can I avoid or get away from bad consequences?	51.3	-.07				
What are my options, what's the best thing to do?	74.1			.11	-.14	
If I do this, what will happen?	67.0		.10	.07	-.12	
How, or when, or where can I do something?	60.4				-.09	
How can I get around all the red tape in the bureaucracy?	37.0	.14			-.15	.08
What are my feelings, wants, motives, or reasons?	63.4				-.11	
Are there other ways I can think about this situation?	54.2				-.09	

(continued)

Table 4-1 (continued)

		1	2	3	4	5
Am I alone, is anyone listening or agreeing with me?	44.6	.07			-.13	.10
What information is available for this situation?	58.7	.10	.15		-.17	
What sources, or services, or help are available?	56.0	.08	.10		-.17	
What are someone else´s motives, feelings, reasons, or wants?	55.3				-.07	

[a] The n´s listed are the number of respondents whose gap situation analyzed in depth was in each of these five categories. The n´s on which the correlations are based is 997, all respondents with gap situations analyzed in depth. The gap situation measures are coded 0 = not in this category; 1 = in this category. Correlations of .06 significant at p<.05; .09 at p<.01; .12 at p<.001. Only significant correlations are entered in the table.

Table 4-2a

Summary portrait by type of gap situation of the questions on which Californians were more likely to place more or less importance.

THE GAP SITUATIONS ANALYZED IN DEPTH	Californians in this situation type gave significantly higher or lower importance ratings to these questions.
governmental concerns/ issues	> How will things turn out? > What's going on in this situation? > How can I get around all the red tape in the bureaucracy? > Am I alone is anyone listening or agreeing with me? > What information is available for this situation? > What sources or services, or help are available? < How can I get motivated? < Can I avoid or get away from bad consequences?
learning something new	> How will things turn out? > How are things related to each other? > What's going on in this situation? > What are the ways things should be done, the rules, the laws? > How can I get motivated? > If I do this, what will happen? > What information is available for this situation? > What sources, or services, or help are available?
job-related concerns	> How will things turn out? > What are my options, what's the best thing to do? > If I do this, what will happen?

(continued)

Table 4-2 (continued)

recreation/ leisure time	< How will things turn out? < How are things related to each other? < What´s going on in this situation? < What caused or lead up to this situation? < What´s my role, how do I fit in? < What are the ways things should be done, the rules, the laws? < What are my options, what´s the best thing to do? < If I do this, what will happen? < How, or when, or where can I do something? < How can I get around all the red tape in the bureaucracy? < What are my feelings, wants, motives, or reasons? < Are there other ways I can think about this situation? < Am I alone, is anyone listening or agreeing with me? < What information is available for this situation? < What sources, or services, or help are available? < What are someone else´s motives, feelings, reasons, wants?
most important	> What caused or lead up to this situation? > What´s my role, how do I fit in? > How can I get around all the red tape in the bureaucracy? > Am I alone, is anyone listening or agreeing with me?

a This table summarizes Table 4-1.

Table 4-3a

Correlations using types of stops in gap situations as predictors of the importance ratings Californians gave different questions.

N = none (n=172)[a]
D = decision (n=206)
P = problemmatic (n=68)
S = spin-out (n=38)
B = barrier (n=121)
F = following (n=132)

	CORRELATIONS BETWEEN TYPES OF STOPS AND QUESTION IMPORTANCE RATINGS					
THE QUESTIONS	N	D	P	S	B	F
How will things turn out?	-.10		.08		.08	
How are things related to each other?	-.10					
What´s going on in this situation?	-.13				.11	
What caused or led up to this situation?	-.15		.11			
What´s my role, how do I fit in?	-.15					.08
What are the ways things should be done, the rules, the laws?	-.10					.08
How can I get motivated?						
Can I avoid or get away from bad consequences?	-.09		.11			
What are my options, what´s the best thing to do?	-.14				.14	
If I do this, what will happen?	-.12				.11	

(continued)

Table 4-3 (continued)

	N	D	P	S	B	F
How, or when, or where can I do something?	-.14				.09	
How can I get around the red tape in the bureaucracy?	-.12					
What are my feelings, wants, motives, or reasons?	-.14				.09	
Are there other ways I can think about this situation?						
Am I alone, is anyone listening or agreeing with me?	-.10				.11	
What information is available for this situation?						.08
What sources, or services, or help are available?						.08
What are someone else´s motives, feelings, reasons, or wants?	-.16				.08	.12

[a] The n´s listed are the number of respondents with most important questions whose gap situation analyzed in depth was in each of these six categories. The n´s on which the correlations are based is 737, all respondents with most important questions. The gap situation measures are coded 0 = respondent´s situation not in this category; 1 = respondent´s situation in this category. Correlations of .07 significant at p<.05; .10 at p<.01; .13 at p<.001. Only significant correlations are entered into table.

Table 4-4[a]

Summary portrait of the questions Californians were more likley to give higher or lower ratings to faced with different kinds of stops.

THE DIFFERENT STOPS	Californians who saw their gap situations as requiring them to face this stop gave significantly higher or lower ratings to these questions.
NONE	< How will things turn out?
	< How are things related to each other?
	< What's going on in this situation?
	< What caused or led up to this situation?
	< What's my role, how do I fit in?
	< What are the ways things should be done, the rules, the laws?
	< Can I avoid or get away from bad consequences?
	< What are my options, what's the best thing to do?
	< If I do this, what will happen?
	< How, or when, or where can I do something?
	< How can I get around all the red tape in the bureaucracy?
	< What are my feelings, wants, motives, or reasons?
	< Am I alone, is anyone listening or agreeing with me?
	< What are someone else's motives, feelings, reasons, or wants?
PROBLEMMATIC	> How will things turn out?
	> What caused or led up to this situation?
	> Can I avoid or get away from bad consequences?
BARRIER	> How will things turn out?
	> What's going on in this situation?
	> What are my options, what's the best thing to do?
	> If I do this, what will happen?
	> How, or when, or where can I do something?
	> What are my feelings, wants, motives, or reasons?
	> Am I alone, is anyone listening or agreeing with me?
	> What are someone else's motives, feelings, reasons, or wants?
FOLLOWING	> What's my role, how do I fit in?
	> What are the ways things should be done, the rules, the laws?
	> What information is available for this situation?
	> What sources, or services, or help are available?
	> What are someone else's motives, feelings, reasons, or wants?

[a] This table summarizes Table 4-3.

Table 4-5

Correlations using demography as predictors of the importance ratings Californians gave to different questions in their gap situations.

THE DEMOGRAPHIC MEASURES

1= # children in household (n=991)
2= # people in household (n=997)
3= # years education (n=984)
4= age (n=979)
5= community size (n=879)
6= Hispanic (n=997)[b]
7= Black (n=997)[b]
8= Asian (n=997)[b]
9= American Indian (n=997)[b]
10= Anglo-White (n=997)[b]
11= income (n=785)
12= sex (n=988)[c]

CORRELATIONS BETWEEN THE DEMOGRAPHIC MEASURES AND IMPORTANCE RATINGS [a]

THE QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12
How will things turn out?												
How are things related to each other?			.12								.08	.12
What's going on in this situation?		.07		-.06							.08	.07
What caused or led up to this situation?												
What's my role, how do I fit in?			.10									
What are the ways things should be done, the rules, the laws?			.09		-.07				-.08	.07		
How can I get motivated?		.08	-.07	-.12	-.09	.08				-.07		
Can I avoid or get away from bad consequences?			-.08	-.07								
What are my options, what's the best thing to do?			.08									.06
If I do this, what will happen?	.08	.09		-.12							.08	
How, or when, or where can I do something?					-.08				-.08			
How can I get around the bureaucracy?	-.06	-.07	.07								.11	.08
What are my feelings, wants, motives, or reasons?								.08	-.06			
Are there other ways I can think about this situation?												
Am I alone, is anyone listening or agreeing with me?												
What information is available for this situation?			.10								.08	
What sources, or services, or help are available?			.09									
What are someone else's motives, feelings, reasons, or wants?			.08									

---

[a] Correlation of .06 significant at $p<.05$, .09 at $p<.01$; .12 at $p<.001$. Non-significant correlations are not entered in table.

[b] Coded 0/1 with 1 indicating membership in the designated group.

[c] Coded 0=female and 1=male.

Table 4-6a

Summary portrait of the questions on which different demographic subgroups of Californians were more likely to place place more or less importance.

DEMOGRAPHIC MEASURE	This demographic subgroup was significiantly more or less likely to place important on these questions
# children in household	**If more children in household** > If I do this, what will happen? < How can I get around all the red tape in the bureaucracy?
# people in household	**If larger household size,** > What's going on in this situation? > How can I get motivated? > If I do this what will happen? > How can I get around all the red tape in the bureaucracy?
# years education	**If more years of education,** > How are things related to each other? >What's my role, how do I fit in? > What are the way things should be done, the rules, the laws? > What are my options, what's the best thing to do > How can I get around all the red tape in the bureaucracy? > What information is available for this situation > What sources, or services, or help are available > What are someone else's motives, feelings, reasons or wants? < How can I get motivated? < Can I avoid or get away from bad consequences?
age	**If older,** < What's going on in this situation < How can I get motivated? < Can I avoid or get away from bad consequences? < If I do this what will happen?

(continued)

Table 4-6 (continued)

community size	**If larger community,** < What are the way things should be done, the the rules, the laws? < How can I get motivated? < How, or when or where can I do something?
Hispanic	**If Hispanic,** > How can I get motivated?
Asian	**If Asian,** > What are my feelings, wants, motives or reasons?
American Indian	**If American Indian,** < What are the way things should be done, the rules, the laws? < How, or when, or where can I do something? < What are my feelings, wants, motives, or or reasons?
Anglo-White	**If Anglo-White,** > What are the way things should be done, the rules, the laws? < How can I get motivated?
income	**If income larger,** > How are things related to each other? > What's going on in this situation? > If I do this, what will happen? > How can I get around all the red tape in the bureaucracy? > What information is available for this situation?
sex	**If male,** > How are things related to each other? > What's going on in this situation? > How can I get around all the red tape in the bureaucracy? > What are my options, what's the best thing to do?

a This table summarizes Table 4-5.

Table 4-7a

Correlations showing how teenaged Californians aged 12-17 years differed from the general population in the importance ratings they gave different questions asked in gap situations.

THE QUESTIONS	Correlations[a]
How will things turn out?	-.07
How are things related to each other?	-.07
What's going on in this situation?	
What caused or led up to this situation?	
What's my role, how do I fit in?	-.07
What are the ways things should be done, the rules, the laws?	
How can I get motivated?	
Can I avoid or get away from bad consequences?	
What are my options, what's the best thing to do?	
If I do this, what will happen?	.06
How, or when, or where can I do something?	-.06
How can I get around all the red tape in the bureaucracy?	-.08
What are my feelings, wants, motives, or reasons?	
Are there other ways I can think about this situation?	
Am I alone, is anyone listening or agreeing with me?	
What information is available for this situation?	
What sources, or services, or help are available?	-.06
What are someone else's motives, feelings, reasons, wants?	

---

[a] Pearson product moment correlations between the teenager variable and the question importance measures. N for these correlations = 997, the number of respondents with a gap situation analyzed in depth. The teenager variable consists of a measure coded 1 if the respondent was aged 12-17 and 0 if the respondent was older. There were 124 teenaged respondents in all, 119 had situations analyzed in depth. Correlations of .06 significant at $p<.05$; .09 at $p<.01$; and .12 at $p<.001$. Only significant correlations are entered in table.

Table 4-8a

Summary portrait of the questions which teenaged Californians ranked as more or less important than other Californians.

TEENAGERS GAVE THESE QUESTIONS SIGNIFICANTLY HIGHER IMPORTANT RATINGS

> If I do this, what will happen?

TEENAGERS GAVE THESE QUESTIONS SIGNIFICANTLY LOWER IMPORTANT RATINGS

< How will things turn out?
< How are things related to each other?
< What's my role, how do I fit in?
< How, or when, or where can I do something?
< How can I get around all the red tape in the bureaucracy?
< What sources, or services, or help are available?

---

[a] This table summarizes Table 4-7.

Table 4-9

Comparison of the frequency with which Californians named questions as ones they had in gap situations to the frequency with which they named these questions as most important.

	PERCENTAGE OF RESPONDENTS WHO			
	Cited this as a question they had		Cited this as THE most important question[a]	
THE QUESTIONS	%	Rank	%	Rank
How will things turn out?	74.9	1	24.2	1
How are things related to each other?	53.6	14	0.7	12.5
What's going on in this situation?	69.3	3	9.8	3
What caused or led up to this situation?	59.9	8	5.4	7
What's my role, how do I fit in?	58.4	10	2.2	10
What are the ways things should be done, the rules, the laws?	65.1	5	0.8	11
How can I get motivated?	48.9	16	0.3	16
Can I avoid or get away from bad consequences?	51.3	15	4.1	8
What are my options, what's the best thing to do?	74.1	2	8.7	4
If I do this, what will happen?	67.0	4	5.7	6
How, or when, or where can I do something?	60.4	7	22.5	2
How can I get around all the red tape in the bureaucracy?	37.0	18	0.3	16
What are my feelings, wants, motives, or reasons?	63.4	6	3.8	9

(continued)

Table 4-9 (continued)

Are there other ways I can think about this situation?	54.2	13	0.1	18
Am I alone, is anyone listening or agreeing with me?	44.6	17	0.4	14
What information is available for this situation?	58.7	9	0.3	16
What sources, or services, or help are available?	56.0	11	0.7	12.5
What are someone else's motives, feelings, reasons, or wants?	55.3	12	6.5	5
n standard	997		737	

RANK ORDER CORRELATION = .723 significant at $p<.001$

aPercentages do not add to 100% because of uncodable question statements.

Table 4-10

The percentage of most important questions which fell into each of the categories of the three conceptual indexing scheme.

	PERCENTAGE OF MOST IMPORTANT QUESTIONS IN EACH CATEGORY[a]
TIME FOCUS	
past	5.1
present	40.5
future	54.4
ENTITY FOCUS	
self	66.3
others	11.2
institutions	6.9
objects, events, processes	15.6
GAP FOCUS	
times/places	6.7
causes/reasons	9.6
connecting	7.6
others/collectivities	9.1
self	12.2
objects/events	20.1
directions/moves	28.5
outcomes	5.9

[a] n standard is 737, the number of respondents who stated most important questions. The actual n for the percentages above, however, is 713 resulting from 24 question statements which were not codeable.

Table 4-11

A three-dimensional portrait of the most important questions Californians asked in their gap situations.

THE QUESTION CATEGORIES	NUMBER OF MOST IMPORTANT QUESTIONS (n=713) IN EACH CELL[a]			
	Self	Others	Institutions	Objects events processes
PAST				
times/places	3	1	0	0
causes/reasons	6	5	5	1
connecting	1	0	1	0
others/collectivities	1	3	1	0
self	5	0	0	0
objects/events	0	0	0	2
directions/moves	1	0	0	0
outcomes	0	0	0	0
PRESENT				
times/places	6	0	0	2
causes/reasons	17	12	15	8
connecting	24	0	1	0
others/collectivities	1	25	7	0
self	27	0	0	0
objects/events	21	2	1	26
directions/moves	82	3	1	3
outcomes	0	0	0	5
FUTURE				
times/places	30	3	2	1
causes/reasons	2	0	0	0
connecting	27	0	0	0
others/collectivities	0	15	12	0
self	54	1	0	0
objects/events	52	4	2	33
directions/moves	106	6	1	0
outcomes	7	0	0	30

[a] n standard is 737, all respondents who articulated a most important question. The actual n above is 713, resulting from 24 articulations which could not be coded because they were not stated in question form.

Table 4-12

Comparison of the percentage of Californians naming different questions in their most important gap situations in the 1979 versus 1984 studies.

	PERCENTAGE OF CALIFORNIANS WHO ASKED THIS QUESTION IN THEIR MOST IMPORTANT GAP SITUATIONS			
	1984 (n=284)[a]		1979 (n=502)[b]	
THE 1984 QUESTIONS[c]	%	rank	%	rank
1) What are my options, what's the best thing to do?	76.1	1	79.3	2
2) How will things turn out?[c,d]	71.8	2	85.2	1
3) What's going on in this situation?[c,d]	70.8	-	----	-
4) What caused or led up to this sitiuation?	68.6	3	53.3	12
5) What are my feelings, wants, motives, reasons?	66.9	4	59.0	8
6) What are the ways things should be done, the rules, the laws?[c,d]	66.2	5	51.9	13
7) If I do this, what will happen?	65.8	6	64.1	6
8) What's my role, how do I fit in?	65.5	7	55.4	10
9) How, or when, or where can I do something?[c,d]	61.6	8	70.6	3
10) What are someone else's motives, feelings, reasons, wants?	60.6	9	54.3	11
11) What sources, or services, or help are available?	58.5	10	61.5	7
12) What information is available for this situation?	57.7	11	67.9	4
13) Are there other ways to think about this situation?	56.0	12	56.0	9
14) How are things related to each other?[c]	55.6	--	----	-
15) Am I alone, is anyone listening or agreeing with me?	53.2	13	64.3	5
16) How can I get motivated?[c]	52.5	--	----	-
17) Can I avoid or get away from bad consequences?[c]	51.4	--	----	-
18) How can I get around all the red tape in the bureaucracy?	41.2	14	50.0	14

RANK ORDER CORRELATION: .27, not significant
ADJUSTED RANK ORDER CORRELATION: .35, not significant

(continued)

Table 4-12 (continued)

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[a] Only the 284 respondents whose gap situation analyzed in depth was selected using procedures similar to the situation selection procedures in the 1979 study are included here.

[b] In the 1979 study, the number of respondents who were coded as indicating they did or did not ask the set of generic questions ranged from 502 to 580.

[cd] For the first rank order correlation, computations were based on all pairs of questions from both the 1984 and 1979 studies which had a reasonably similar coverage. Questions 14, 16, 17 were not included in the 1979 study in any form. The 1979 study had four questions not included in 1978: What do I really want, what are my priorities? (71.8% of the 1979 respondents said they asked this question); Was the information helpful? (50.0%); What do others want me to do? (45.2%); and, How can I fight back? (52.6%). For the second "adjusted" rank order correlation, all pairs were deleted where the 1979 question wording veered markedly from the 1984 wording. These included: 6-which did not have the reference to "the way things should be done" in the 1979 version; 9-which did not have the reference to "how" in the 1979 version; and 2 and 3-which were combined into one question in the 1979 version. For questions 2 and 3, both were excluded from the adjusted correlation. In calculating the unadjusted correlation, the 1979 data was all listed opposite 2. All questions deleted in the adjusted correlation are marked with a d suprascript.

APPENDIX G

LISTING OF THE MOST IMPORTANT QUESTIONS ASKED BY CALIFORNIANS

EXPLANATION OF APPENDIX CONTENTS

This appendix contains verbatim listings of the most important questions articulated by the random sample of Californians aged 12 and over. After responding to a close-ended list of generic questions people have in situations, respondents were asked to state their most important questions in their own words. In all, 737 of the 1040 respondents articulated most important questions. These questions are listed below in the respondents' own words. The questions are organized for listing first within the gap situation categories:

*governmental concerns/issues
*learning something new
*job-related concerns
*recreation and leisure time
caring for children
neighborhood/community concerns
housing concerns
transportation
shopping or buying things
managing money
relationships with family/friends
being in school
health matters
discrimination or race relations
legal matters
safety or crime concerns
concerns about current events/news
religious concerns
other concerns

The gap situation sample design in this study elicited most important situations, regardless of the category above, from 20% of the respondents. For the remaining respondents, a random procedure was used to elicit one of the starred situations above providing the respondent had indicated that he/she had faced a gap situation in this category. As a result of this process more questions are listed in the attached pages for the starred situations.

It is important to note that it was the respondent, not the researcher, who defined what situations belonged in what categories. For example, one respondent would put a situation involving learning a new task at work in job-related concerns while another would put it in learning something new.

Within each gap situations, questions are organized in terms of a conceptual indexing scheme that focuses on the different kinds of pictures people need to form in order to move through their environments. The categories in this scheme include:

> TIMES: Questions in which the gap focuses on identifying past, present, and future events in time -- when events did/do/will occur or for how long. Examples: When are they going to stop raising the rent? When will I receive a refund for my taxes?

PLACES: Questions in which the gap focuses on identifying past, present, and future locations of entities in space. Examples: How long will this job last? Did my shipment arrive on time?

CAUSES AND REASONS: Questions in which the gap focuses on identifying the past, present, and future causes or reasons for events or the motives of people, including self. Examples: Why did this happen? What did I come here for?

OUTCOMES: Questions in which the gap focuses on identifying the potential outcomes from possible moves past, present, and future. This code is not used for gaps merely focusing on the nature of future situational conditions of self (code self), others (code others), or events (code events). Examples: What will happen if I don't send money to the IRS? What would have happened if I had apologized? When I am scuba diving will ear plugs stop the pressure of the water? Will taking an exercise class benefit me? Not: How will things turn out? Will this exercise benefit me?

CONNECTINGS, WHAT: Questions in which the gap focuses on identifying the past, present, and future nature of or possibility of connections between self and others, including liking-disliking as well as presence-absence connectings. Examples: What sources are available? Does he love me?

CONNECTINGS, HOW: Questions in which the gap focuses on identifying in the past, present, or future what moves to make in order to establish or maintain connections between self and others. Examples: How can I care for my patients better? How should I discipline people without hurting their feelings? How could I have loved him better?

DIRECTIONS AND MOVES: Questions in which the gap focuses on identifying and choosing past, present, or future moves to make (with the exception of connecting moves which are coded above in Connectings, How). Examples: How can I do better at math? What do I do if I make a mistake? What are my tasks? What is my role?

OTHERS AND COLLECTIVITIES: Questions in which the gap focuses on identifying the past, present, or future characteristics of, behaviors of, thoughts of, or situational conditions (past, present, and future) of other people or of collective entities. Motives of others are coded above under causes and reasons. Examples: What is my son thinking about our plans? Will the company pay my bills?

SELF: Questions in which the gap focuses on identifying the past, present, and future characteristics of, behaviors of, thoughts of, or situational conditions (past, present, and future) of self. Distinquishing these questions from some object/event questions required determining whether the gap focused on self. Motives of self are coded above under causes and reasons. Examples: Will I get hurt in the race? Can I do it right? Not: Will the weather be o.k. on my trip? Will the petition I submitted be successful?

OBJECTS AND EVENTS: Questions in which the gap focuses on the nature of past, present, and future situational conditions or of objects, processes. Distinquishing between these questions and those focusing on self or others requires pinpointing what entity is the main focus of the gap. Examples: Is the job available? What will the weather be like? What is the benefit to me of this exercise? How will things turn out? What will the outcome be? Not: If I invest in this, what will the outcome be? Will I win the race? Will I get a job?

The categories above are listed in pre-emptive order. This means that a category is always pre-empted, unless otherwise stated, by the categories above it. Thus, for example, the question: "Why did he do that?" is coded into "causes/reasons" instead of "others."

In reading the question set, readers need to understand that the questions are listed without the additional context of the rest of each respondents' responses. A crucial part of coding Sense-Making open-ended responses is the procedure called "triangulation" -- anchoring the coding of verbal material with as many as three checks on respondent communication intent.

The coding procedure involved essentially two judgments. One involved sticking as close as possible to the language of the respondent. Thus, a respondent whose question said "Will they pay my bills?" may also have focused in his/her mind on "Will my bills be paid?" or "Can I pay my bills?" but coding rules required taking the articulation as given and coding to the gap manifested in the language. The second judgment involves matching the gap articulation to the conceptual category which fit it best given the coding rules.

In listing the questions, any material in the respondent's articulation which was prelude to the actual question statement (e.g. I was wondering....I was confused about) was deleted. In addition, any questions which were asked by two or more respondents with essentially the same articulation are listed only once. No question was repeated with this close an articulation by more than five respondents. In addition, only the first question articulated was coded. In most cases, the second question was removed from the question listings that follow. In some cases, multiple gap statements remain because they give the reader useful context.

SITUATION: GOVERNMENTAL CONCERNS AND ISSUES

QUESTION FOCUS: TIMES
When and how much will I receive in a refund for my property taxes?
When should I buy or sell old money?
When is it all going to end (the politicians running everything)?
When will I submit my resignation?
Will I get my tax return back in time for what I need to spend it on?
When are they going to stop raising the rent?

QUESTION FOCUS: CAUSES AND REASONS
Why aren't they doing something (just talk, no action)?
Why aren't the Communists happy being communist, and why aren't religious people happy being Catholics, Buddhists, or Muslims?
Why don't Americans realize what is going on in the current world situation?
What motivated a campaign situation?
Why do they call so many people to jury duty and then don't use them?
Why are people so disinterested in politics?
Why would a person do such a crime?
Why are the governmental issues in Central America important to the President?
Why does the I.R.S. screw over people when it is illegal?
What can make the owners of the mobile home park justify a 17% increase in when I only receive a 3.5% increase in my Social Security?
Why is the U.S. losing friends abroad?
Why is Ronald Reagan going to talk to Communists?
How can big business run our lives without our having basic control?
Why does the trial (where I am on jury duty) have to last so long?
Why is the government giving foreign aid when we have poverty?
Why the reduction in the payments for Medical and Medicare patients?
Why do the Soviets live that way?
Why am I required to learn so much information for my job?

QUESTION FOCUS: OUTCOMES
What will happen if I don't send my money to the I.R.S.?
What will the outcome be if I work for the county?
Is this a good time to invest?

QUESTION FOCUS: CONNECTINGS, WHAT
Was I in this alone and did I have support?

QUESTION FOCUS: CONNECTING, HOW
How can you prevent this person from depriving her children?
How to get the information (on nuclear war) out to people (from the government)?

QUESTION FOCUS: DIRECTIONS AND MOVES
How could I learn more about the upcoming presidential election?
How can I accomplish figuring and paying my taxes each year without going through the hassles?

What can we do to prevent the hold up of cost of living raises?
How would I take care of everything if we had an alert?
How could we resolve the local sewage problem with minimal side effects?
What can I do about a legal issue in nursing?
How can we get rid of Ronald Reagan?
How can I be the very best in a specific on-the-job situation?
What can be done to change the way state retirement funds are handled?
How can we get more people to vote?
How can I find the best possible solution for all concerned getting funding for a private non-profit organization?
Will state cutbacks on education funds mean larger classes?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
Who is going to be president?
What will happen to the government?
What are the candidates views on defense?
What are the facts about governmental rules about people´s jobs?
Whoever is the presidential candidate, what will he do about the military - will he weaken or strengthen it?
Are they going to arrest the people who run the Children´s Care Center and send them to prison or just let them go free?
What is my mother going to do with the check she received for Social Security that is $5000 over her monthly amount?
Will my husband and sons have to go to war?
Where does the government get funds for a specific program?
What is the best for people´s happiness and concern (in the realm of foreign policy, world hunger, immigration, and deformities)?
What kind of government would our town end up with?
Are the voters informed of the candidates and the issues?
Who are the candidates who are running for office and what are their stands.
Will Senator Lom be able to pass a bill that will allow people past a certain age to be put away to make it better and easier on young people and society as a whole?

QUESTION FOCUS: SELF
Would I have put up with the President´s trip to China and the (boycott of the) Olympics?
What do I think is right for the country in the next election?
How much of my tax is being given to Uncle Sam?
Will I be cut off from Social Security?
What happened to my money?
How much money do I owe on my taxes?
Am I going to get a raise and more benefits through these labor relations or negotiations?

QUESTION FOCUS: OBJECTS AND EVENTS
How are things related to each other?
How will a bill I petitioned against come out?
How will things turn out in the coming election?
Will the nations election produce a conservative winning candidate?
Is San Jose the feminist capital of the world?
Is there enough realization that people are real and money is not?
Can somebody do something to make American made cars more affordable?

What is the most important goal and outcome in getting a bill passed restricting smoking in San Francisco's restaurants?

SITUATIONS: LEARNING SOMETHING NEW

QUESTION FOCUS: TIMES

How long am I going to be without money?
How much more studying will I have to do before I get it down right?
How long will it take to grasp the idea?
When do I get paid for my new job?

QUESTION FOCUS: PLACES

Where did my ancestors come from?

QUESTION FOCUS: CAUSES AND REASONS

What is the benefit or the purpose of it?
How come muskrats kill poisonous snakes?
Why does Volkswagen build their cars the way they do?
Why am I taking French?
What leads up to situations?
Why was the processing of broker money being done that way?
Why am I doing this chemistry problem this way?
Why do they have to deregulate the telephone industry?
Why do I doubt my husband?
How did all this start?
Why do people on the freeway out here drive so crazy?
Why does sodium make ice colder?
What good is taking additional courses in statistics if I am as advanced in my company as I can be?
What am I doing here?

QUESTION FOCUS: OUTCOMES

What will the consequences of using a new technique for a behavior problem be?
What would be the consequences of learning to train horses?
When I am scuba diving will ear plugs stop the pressure of the water?
What would happen if I said the wrong answer in foreign language class?
What will happen if I make a mistake in the new system at work?

QUESTION FOCUS: CONNECTINGS, WHAT

What are the sources and the alternatives?
Is anyone listening or agreeing with me?
Is everyone pulling together?
Is there anyone else who needs me?
Am I alone and is anyone listening or agreeing with me?
Will I be able to speak to the German people?
What sources or services are available to help me learn Algebra?
Am I going to have to do this on my own with no help?

QUESTION FOCUS: CONNECTING, HOW

How can I do things better for my patients?

How to convey (messages) to the Jewish mind?
How can I negotiate for my clients?

How should I discipline people without hurting their feelings?
How can we get results if we have no voice?

QUESTION FOCUS: DIRECTIONS AND MOVES

How can I do this (draw blood) so there is no discomfort?
How to use utensils (to cut glass)?
How to master it (programmable controlling)?
How can I (learn to be) more patient with decisions?
How can I learn to do math more quickly and easily?
How do I establish a professional reputation at my new job?
What are the ways things should be done, the rules, the laws in baseball?
How can I make money at my new job?
What ingredients are used in a certain dish?
How do I learn to sew?
What is my role in a hospital disaster drill?
How can I relate what I study in the Bible to everyday life?
How can I get things done at work and do them right?
How can I achieve a certain standard in life?
Am I doing the right thing (studying)?
How could I do this better?
What do I do if I make a mistake at the cash register?
How do I use my new vocabulary words when I am talking to someone?
How can I install a window so that it won't fall out again?
What are my options as an interpreter and how do I go about doing it?
How do I position a patient in a new procedure I learned with a heart catheter?
How can I be better at math and reading?
How can I use computer operations to turn out more work?
How do I do things the right way to save time doing them?
What things can I do with Industrial Electricity?
How can I be a better parent?
How can I do the best possible job?
How do I understand my feelings?
How am I going to make ends meet?
How can I improve my methods of teaching?
What is the best way of doing the glass trade?
How can I cover pending income?
What can I do with financial investments?
How do I trim a rose bush without damaging it beyond repair?
How can I put rear ends on trucks and take down transmissions so that they will work?
How am I going to finance and locate my business?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES

Am I in God's will and am I doing what He wants me to do?
What is going on in the world of science?
Who created these insurance contracts?
Will my dog learn this trick?
Are the people around me having as much trouble as I am learning to use the computer?

Is the most worthy person getting this scholarship?
Am I walking the way God would like in God's world?
Is this the way they would like to have things accomplished at work?

QUESTION FOCUS: SELF

What do I really want out of life?
How would I relate myself to this situation?
How successful will I be learning class material in relation to other students?
At the end of learning to ski am I going to be alive?
What will I learn next (in sewing)?
Are there any other places in the world that I would like to see?
Will I live to learn something new?
What am I going to do with what I know?
Am I really being objective or emotional?
Will I be able to understand the entire process in a reasonable time span?
What will I be doing in the future?
Will I get the watch I am trying to fix back together again?
Will I be able to learn Morse Code at my age?
Will I do the printing press job right?
Will I learn the Spanish vocabulary?
What are some of the things I am going to learn in the future?
Will I be fully able to understand the Algebra problem?
Will I be able to fulfill my learning capacity in this field?
Do I want to do this kind of work?
How many words can I type in a minute?
How well will I do in class and what kind of grade will I get?
Will I take the time to broaden my horizons in getting more knowledge of the roofing business?
Will I be able to handle the new system at work?
How much do I need and for how long?
Will sewing fulfill my sense of creativity?
Will I make a mistake on my new job?
Can I be patient with older people?
Will I be saved from hell or not?
Will I do my job correctly?
Will I learn to work correctly with different kinds of cars?
How will my trip to Oregon work out?
Will I be able to handle the mental situation correctly?

QUESTION FOCUS: OBJECTS AND EVENTS

How are things related to each other?
What's going on in this situation?
How serious is the problem with the power steering in my car?
What else can I learn about engraving for my job?
What can electricity do besides heat homes?
Is New Math going to be hard like algebra?
Will my computer system work?
How much is there for me to learn in the Bible and will it help?
Will studying the Renaissance help me understand the present?
Is this new computer system saleable?
Does this align other data?
How do different body systems affect me?

Will this new algebra formula be on the next test?
Is everything happening toward some goal?
Which theory of government works the best?
Will this environmental program help someone else?
What is going on in my English class?
What other language will be this hard for me to learn?
Will my potholder turn out all right?
What is the answer to my Algebra problem?
What is my new job about?
Is what I am learning in my art class a worthwhile contribution to society as well as myself?
How is the garden going to turn out?
How does new equipment effect the overall mission requirements and how important is this to the individual or group concerned?
Will we really invade Nicaruagua?
Will my car work when I put it back together again?
Will acrylic paint fade right away on a van?
Can I learn more about going into the sheet metal business?
Will this bike route be safer?
How well will learning how to use my computer printer help me in the future?
What is this financial program trying to accomplish and how does it benefit me and others?
How does what I am learning in medical school affect my future?
What good will algebra do in the future?
What will the outcome be of my learning about business law?
What will happen now that I have accepted a position as commissioned Navy officer?
Will this nutrition and excercise program do any good?
How will the Shadow quilting turn out?
Can I make a lot of money at commercial fishing?
How is tax law going to affect everything?
How will educating the young affect them?
How will things turn out with the money I am investing?

SITUATION: JOB-RELATED CONCERNS

QUESTION FOCUS: TIMES
When are we going to get out of the red?
How long will my job be there?
How soon can I get another job?
When will I get to go back to work?
How long am I going to be off work and will I have a different job when I go back?
How long before the corporation I interviewed for a job with calls me back?
Did my shipment arrive on time?
How long will I have to work in this warehouse before I can move on to something else?

QUESTION FOCUS: PLACES
Where can I get some information about job opportunities in the system?
Where are things in the home where I babysit?
Where will I get money?

QUESTION FOCUS: CAUSES AND REASONS
Why do people abuse themselves like this taking drugs on the job?
Why can't a foreign student get a job in the U.S.?
Why did this (bad misunderstanding) happen to me?
Why doesn't my supervisor believe me when I tell her something?
Why am I a victim of circumstance? Why have I been labeled a thief?
Why is someone I supervise performing so badly when they know this could get them fired?
Why doesn't my supervisor believe me when I tell her something?
Why doesn't the administration at work acknowledge us?
Why am I staying in my job when I have been transferred six times in the last year?
Why is there going to be a layoff at work?
Why am I having a problem getting my money from the plant where I worked (which has closed down)?
Why are they cutting my hours at work?
Why was I confronted that way in that situation?
Why wasn't I informed of a new computer program that could reduce my punch time by thirty minutes?
Why didn't my boss do what he agreed to do?
What is my real purpose here?

QUESTION FOCUS: OUTCOMES
Is it worth it to continue as a postal employee with nine years of service?
What would be the results if I fixed up the apartment building?
If I accomplish this career change what will the results be?
What would be the overall effect on my family and the people I work with if I change jobs?
How would a change in position effect my overall goals within the company?

Would it be worth pursuing a management level job with a small salary and risk myself getting transferred?
What would be the best option for all concerned (in our day care center)?

QUESTION FOCUS: CONNECTINGS, WHAT

Will I ever find a publisher?
What are my relationships with the people with whom I am working?
How do others feel about me?

QUESTION FOCUS: CONNECTING, HOW

How can I satisfy the customers who come into my barber shop?
How to get people to work to better this situation?
How can I best tend to someone else´s needs?
How do I get my assistant motivated to do his job?
How can I develop a relationship of mutual support with my brother on whose farm I am now working?
How can I get the right quality of job applicants?
How can I motivate others?
How can I change my attitude to have more patience with my patients?
What are my best options in dealing with irresponsible employees?
How can I get people to work to better this situation?
What am I going to do about the problem of a breakdown in communication between people working together?
How should I discipline people without hurting their feelings.
How can I do things better for my patients?

QUESTION FOCUS: DIRECTIONS AND MOVES

How can I do better (in my job role) for the poor?
How can I make this job tolerable for another year?
How do I keep from getting cheated?
How can we prevent an oil well from blowing?
How can I change my job situation?
What can I do about my business?
How do I get good physical therapy equipment for the staff to work with?
What can I do to improve the working situation at my job?
How can I do the new procedures concerning tax returns accurately?
Should I go back to Saudi Arabia or not?
What is my role in solving the processing problem at the chemical plant where I work?
How can I achieved quality at a moderate price?
What are the ways I can advance on my job?
How can I take care of the safety and well-being of my family if we have to move?
What do I do now that the company I worked for closed the branch?
How can I handle this responsibility best?
What is my role in solving the processing problem at the chemical plant where I work?
Should I continue with my present approach or change my direction at work?
How can I as a supervisor provide the best solution to a problem?
What am I going to have to do to make the necessary changes in my job?

How do I get out of a declining business situation?
How can I manage the finances on the day to day operations?
How do I get a job?
How can I make ends meet?
How can I get things to work out the way I want them to on my job?
Can I avoid or get away from bad circumstances?
What can I do about legal matter?
How can I do the new procedures concerning tax returns accurately?
How can I close the deal?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES

Will a customer want the deluxe model or a cheap model?
Will (my boss) say yes to more hours or not?
Is this person suited for this position?
What are others' thinking on employment activity problems?
What would the Lord have me to do?
Will insurance pay my bills?
Can they take my job away at the bank where I work lifting coin boxes into the vault because I am pregnant?
Will my efforts really help the people I manage who really need it?

QUESTION FOCUS: SELF

What are my feelings, wants, motives, or reasons?
Will I learn to do my job right so that I don't get fired?
What kind of job will I have next?
Am I happy at the job I am in or do I want to change jobs?
How badly do I want to get back to Denver?
Can I keep up with my job?
Am I up to doing my job?
Am I going to be happy with the job position?
Will I meet the deadline or not?
Will I be successful?
Will I be qualified for a new job?
Can I meet the challenge of my job?
Can I accomplish my goal of becoming a screen writer?
Can I run my business by myself?
Can we find everything that an employee who died was responsible for and not lose anything between the cracks?
Will I be laid off?
I want to know whether or not I am doing a good job.
Am I doing a good job?
Am I going to find another job so I won't have to lose my house?
Will my income be decreased?
Am I going to get hurt on the job?
Will my back get worse and how will it affect my future?
Am I going to be able to stay in this job?
Will I get a good job after college?
Am I getting paid the right amount for the work I do?
Will I find a job that fits in with my family situation?
Am I getting average pay for my knowledge, experience, and work?
What will be the effects on me and my job of a new computer coming in?
What will be my next type of job?
Will my income be decreased?
How will whatever I am doing affect me?

What is going to happen to my job now that the restaurant has changed ownership?
What will I do for employment after I get laid off?
How will this new job change my life?
Will I lose my job because of the accident I had in the company truck?

QUESTION FOCUS: OBJECTS AND EVENTS
Is the job available?
What or if anything bad is going to happen around my place of work?
Is there a job that pays enough for me?
Is the price of being a contractor right for me?
Do the responsibilities in being promoted to a registered nurse outweigh the pay?
Do these interviewing techniques really work?
How will things turn out?
Is (construction and demolition) being done right?
How will things turn out since our company lost money last year?
Will there be any legal problems doing cement work at my new job?
I wonder if the lumber I haul on my truck is going to stay on or if I will get in a wreck?

SITUATION: RECREATION AND LEISURE TIME

QUESTION FOCUS: TIMES
When will I get time for recreation?
What day will I leave (to visit friends)?
When will I be able to go on a trip?
When will I get to go on another vacation?
How long am I going to be staying here?
When shall I have time for recreation and what am I going to do?
How much more time can I have enjoying myself?

QUESTION FOCUS: PLACES
Where will I go on my trip and what is there to do?
Where will I take my wife out to dinner?
Where are we going on our vacation?
Where am I?
Where are we going on our bike trip?

QUESTION FOCUS: CAUSES AND REASONS
Why am I so lonely?
Whyisit so hard to get the recreation department to help us finda place to practice ball?
Why aren't there more facilities available for (poor and hungry) kids?
Why do I take golf so seriously?
What in the heck am I doing here?
Why am I here by myself?
Why am I trying to sell my horse?
Why don't the big fish come back again?
How much more time can I have enjoying myself?
What am I really here to do?

QUESTION FOCUS: OUTCOMES
Will all this working out (in a gym) help me physically or mentally?
If I do this, what will happen, what will the usual outcome be?
Will doing this excercise program benefit my health?
How much good will I get from my aerobics class?
What are the benefits I am getting out of watching television and walking?
Is all the daily excercise I am doing really doing me any good?
What am I benefitting from participating in athletics at school?
What type of enjoyment are we going to get out of bicycling, hiking, going to the beach, and going for long walks?
What will the consequences be of going and having fun?
Where am I going from here and what will be the consequences?
How much money will I lose gambling?
Will I win at golf?
Is my team going to win the bowling game?
Will I win at the race track?
Are we going to win the track race?
Will I win at tennis?
Are we going to win at baseball?

Will this trip to Egypt be successful for me and my husband?
What am I going to do if I don't get the campsite?

QUESTION FOCUS: CONNECTINGS, WHAT
How important am I to my family?
Does my family agree and support my decision?
What sources or help are available?
Is my ride going to arrive?
Will the ten people who I am going camping with get along?

QUESTION FOCUS: CONNECTING, HOW
How can I spend time with a good friend?
How can I resolve this situation with my adult children so we can avoid conflicts like this again?
Am I a big enough part of the softball game?
How can I keep who is who straight when meeting girls and their mothers at a luncheon?

QUESTION FOCUS: DIRECTIONS AND MOVES
What am I going to do if I don't get a campsite?
What am I going to do (for recreation)?
How do you start the game; what are the rules and what do you do?
What other recreation is there for me to get into?
What can I do with my spare time?
How can I meet guys here at the beach?
Should I do this activity again or not?
How can I get more excercise in my life?
How can I enjoy the golf game?
If something happens what can I do?
How can I win in the tennis competition in which I am playing?
How can I keep the kids busy?
What can I do about being on a waiting list for a trip?
How can I make sure everyone is safe when we go waterskiing?
Will I be making the right decsion if I move back East?
What is the way reading should be done?
What is there to see next on a three week vacation across the U.S.?
How do I get motivated to do sports?
How can I continue to appreciate the beauty and calmness of nature?
How can I take an active part in the lives of my children?
What will I be doing today?
What kind of recreation can my child have in her leisure time?
How do I get around all the red tape in bureaucracy?
What can my kids and I do to help our education in our spare time?
How can I get motivated?
Am I giving the right information in the book I am writing?
How can I improve my bowling score?
When I play golf how do I hold the club and stand right?
What am I going to do with my leisure time?
Shall I put off more important things and have more leisure time?
How can I improve my tennis playing?
How can I pay attention to the (softball) game so I will know whento make the right plays?
How can I play sports and win?

Can we cut soccer practice short because of the heat?
What are the rules for softball?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
Who's quarterbacking?
How is my children's welfare with me as a working mother?
Will or will not San Mateo County continue to fund my softball league?
Will everyone enjoy themselves at the family Easter picnic?
Is it really in the public interest for people to come into the park without their dogs on a leash?
What is the other person thinking?
Are you in favor of taking the tennis club over?
When we went on the picnic were my kids having any fun?
I wonder if other people could be as content as I am with my three and a half acres of orchard and garden?
Will the guilt I am making for her please my daughter?
How much money did the Scorpions make during their concert tour?
Are my cats hungry again?
When we fly to Catalina is my husband going to hit the runway or the mountain?

QUESTION FOCUS: SELF
Am I feeling good or having fun?
Can I improve my racquetball game?
Do I spend too much time shopping?
Will I be satisfied with the music at the party?
Can my wife and I afford to take care of our pets?
Will I be able to play baseball or not?
Will I make it to the end of my jogging?
Can I concentrate on my tennis game?
Can I discipline myself well enough to be good at bowling and golfing?
Can I make biking a good, beneficial excercising time for me?
Can I maintain control well at bowling?
Am I capable of writing this novel?
How much am I going to shoot on that golf course, and am I going to par it?
What other position will I play on my baseball team?
Will I have a whole Little League team to coach?
How do I fit in to the (ecosystem) of Hawaii?
How much money will I lose gambling?
Am I going to crash on my motorcycle or will I get back home in one piece?
What will my future be like?
Where am I going from here?
How much money will I lose gambling?
Will I win at golf?
Is my team going to win the bowling game?
Are we going to win the track race?
Are we going to win at baseball?

QUESTION FOCUS: OBJECTS AND EVENTS
Will all this working out help my physically or mentally?
What am I benefitting from participating in athletics in school?
Is the daily exercuse I am doing really doing me any good?

(When I go on vacation) will the weather be nice?
What is going on when I watch a baseball game?
How is the Vegas system being run?
How will things turn out?
Will these Arts Festivals for handicapped kids continue?
What in the heck is happening?
Will the bottom end of my motorcycle fall out?
What material will be in television programs so I can judge whether or not my family should watch them?
How will the drum competition turn out?
What does the castle look like?

SITUATION: CARING FOR CHILDREN

QUESTION FOCUS: TIMES

When are these things (bad things happening to children) going to get better?

When is my son ever going to be potty trained?

QUESTION FOCUS: CONNECTINGS, WHAT

Is anyone agreeing with me?

QUESTION FOCUS: CONNECTING, HOW

How can I break the will of my child without breaking the spirit?

How can I discipline my son and keep up with the stages he is going through?

How can we make the situation of having a stepson who has come to live with us better for everyone involved?

QUESTION FOCUS: DIRECTIONS AND MOVES

How can I keep my grandchildren safe from all bad happenings?

What can I do to protect children from what will happen to them in their lives?

Could I do something about this situation?

Am I doing the right thing?

What is my role with my grandson?

Will I be able to protect my children from the world?

How can I keep my children safe?

How much can I charge for child care so it will not take advantage of others?

How can I deal with my son so that he will turn out to be a good citizen and not a criminal?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES

Is my baby okay?

Will the kind of person I find to be a babysitter be all right?

Does my daughter have a reading problem?

How will my children do in their school work?

QUESTION FOCUS: SELF

Would I make a good mother?

SITUATION: NEIGHBORHOOD AND COMMUNITY CONCERNS

QUESTION FOCUS: CAUSES AND REASONS
Why do people think that violence solves any problems?

QUESTION FOCUS: DIRECTIONS AND MOVES
How could the neighborhood situation be cleared up?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
Is the new person in our mobile park ignorant of the fact that there was a different set of rules here than in other places?
What is the most important thing to my community?

QUESTION FOCUS: OBJECTS AND EVENTS
Will the abuse at my boarding house continue?

SITUATION: HOUSING CONCERNS

QUESTION FOCUS: TIMES
Is it possible for me to move to the beach in the allotted time?

QUESTION FOCUS: PLACES
Where could I buy a home taking into consideration both affordability and safety?
Where am I going to move to?

QUESTION FOCUS: DIRECTIONS AND MOVES
What am I going to do now that the rent is going up on my mobile home and there is no way I can supplement my income?
What rules will I have to follow in selling my house?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
What are housing concerns in Berkeley?
Will the bank give me the loan to buy my new house?

QUESTION FOCUS: SELF
Can we afford a new house?

QUESTION FOCUS: OBJECTS AND EVENTS
How will things turn out now that they are building fewer houses and spending more for National Defense?

SITUATION: TRANSPORTATION CONCERNS

QUESTION FOCUS: DIRECTIONS AND MOVES
How am I going to pay to get my new car fixed?
How will I get to school now that my car is not working?
How can I get my wife and myself to work without a car?
How am I going to get my car fixed for the least amount of money?

QUESTION FOCUS: SELF
Will I make it to work every day without anything happening to me?

QUESTION FOCUS: OBJECTS AND EVENTS
What type of transportation is most economical?

SITUATION: SHOPPING AND BUYING THINGS

QUESTION FOCUS: CAUSES AND REASONS
Why is the cost of everyday shopping so high?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
How does VISA figure they can charge interest on interest?

QUESTION FOCUS: SELF
When I am shopping I want to know what color I want, what size, and does it look right?

QUESTION FOCUS: OBJECTS AND EVENTS
Will a store open up in our area so we won't have to drive so far?

SITUATION: MANAGING MONEY

QUESTION FOCUS: CAUSES AND REASONS
Why did UCLA deny my daughter admission?

QUESTION FOCUS: DIRECTIONS AND MOVES
How can I obtain a better job position?
How can I keep some money in my pocket for things I want to do?
How can I improve the way I figure my taxes?
Where should my money go?
How can I earn some extra money?
How can I get some financial stability?
How can I get away from having too many bills and not enough money?
What financial planning would be right or wrong to do?
How can I save enough money to be able to afford to go to Europe by this August?
How much money should I send in for my estimated income tax?
What is the best I can get for my money?
How can I budget our income so I know what I can spend?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
What is Congress going to do to the U.S. (money situation) this year?
Why didn't my father let me handle the money?

QUESTION FOCUS: SELF
How much money do I have and how will I spend it?
Can I manage my money better than I am doing?
Will I be able to conceive what I am trying to do?
Can I follow through and work this financial problem out?

QUESTION FOCUS: OBJECTS AND EVENTS
How will things turn out?
What is the I.D. number on my versatile card?

SITUATION: RELATIONSHIPS WITH FAMILY AND FRIENDS

QUESTION FOCUS: TIMES
Will I be able to see my mother in time before she dies?

QUESTION FOCUS: PLACES
Where shall I take my family for entertainment?
Where should I hold my wedding?

QUESTION FOCUS: CAUSES AND REASONS
Why (did cancer happen to) my child?
Why couldn't I do something that I think I should be able to do?
Why is all this happening in my relationship with my spouse?
Why did my grandmother die?
Why do arguments occur?
Why do I doubt my husband?
Why did a close male friend of mine become drunk and abusive and almost choke me to death?

QUESTION FOCUS: OUTCOMES
Will things work out with my boyfriend if I try and he doesn't?

QUESTION FOCUS: CONNECTINGS, WHAT
What sources or services are available?
How will things turn out in a problem situation with my boyfriend?
What will be the outcome of this relationship?
How will things turn out with the separation?
Do my girlfriend and I have total honesty when it comes to money?
Will my teenage sons and I really be able to understand each other?

QUESTION FOCUS: CONNECTING, HOW
How can I keep everybody happy?
How can I convince my friends how important it is to pass to the next grade?
What am I going to do about my rebellious teenage daughter?

QUESTION FOCUS: DIRECTIONS AND MOVES
What is best for both of us in the divorce we are going through?
How can I help my daughter who is in the hospital?
How do we provide for the comfort of my mother-in-law and place her in the best possible situation?
How can I help out my family pressure and friction?
How can I deal with my family's financial problems?
What should I have done when my little brother got hit on the head with a softball?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
What does the other person feel I can do to help?
How can I figure out what other people want?
Is my girlfriend (who was sick) feeling better?

Is my baby going to die?

Are there enough potential customers there to warrant buying the business?

What would my parents think if I had sex?

QUESTION FOCUS: SELF

Is it possible to be independent without that (my boyfriend) other part of my identity?

Can I afford to go study in England financially?

How do I judge the way I handle the upbringing of my son?

Will it turn out better for me that my girlfriend took time off for herself?

QUESTION FOCUS: OBJECTS AND EVENTS

How will things turn out?

SITUATION: BEING IN SCHOOL

QUESTION FOCUS: OUTCOMES
What are my options if I attend a community adult school to get my high school diploma?

QUESTION FOCUS: SELF
Will I have a good enough grade point to attend college?
Could I improve my grades and stay on the softball team?
Will I get good grades?
Will I get money to pay for it?

SITUATION: HEALTH MATTERS

QUESTION FOCUS: TIMES

How long have I had the condition of continual colds?

QUESTION FOCUS: CAUSES AND REASONS

What is causing my skin rash?
Why did this (an abortion) happen to me?
Why can't I find a doctor to help me?

QUESTION FOCUS: DIRECTIONS AND MOVES

Is there anything I can do to avoid getting another infection?
How can I do things better so my husband's health and my own can improve?
How and where can I get help for drug abuse?
How do I get high blood pressure to go down?
Will I get good grades?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES

What happens when someone has high blood pressure?
Will my husband ever get his strength back and be normal?
Will my husband lose his hearing in his other ear and if he does will we be able to communicate?

QUESTION FOCUS: SELF

What is wrong with my heart?
How serious is the condition of my health?
Will I pass the eye chart exam?
Will surgery help my knees?
Will I be able to see after cataract surgery?
Does being overweight hinder my health?

QUESTION FOCUS: OBJECTS AND EVENTS

How will things turn out with my husband sick and in danger of losing his job and my kids sick too?
What situation is available about blood pressure?
Is there a cure for cancer and when and where will come about?

SITUATION: DISCRIMINATION AND RACE RELATIONS

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
Will my daughter, who is being chased across the country by her boyfriend who is trying to kill her, live?

QUESTION FOCUS: SELF
What did I do wrong at work?

SITUATION: LEGAL MATTERS

QUESTION FOCUS: CAUSES AND REASONS

Why am I going through a lawsuit for causing an injury?

How could Blue Cross feel they were right in not honoring the original policy?

QUESTION FOCUS: DIRECTIONS AND MOVES

How can I get around red tape in the law?

QUESTION FOCUS: SELF

What kind of a chance do we have to get the doctor bills paid and the sidewalk fixed?

SITUATION: SAFETY AND CRIME CONCERNS

QUESTION FOCUS: CAUSES AND REASONS
Why is there so much crime in the world today?
Why is it so easy for criminals to get parole?

QUESTION FOCUS: DIRECTIONS AND MOVES
How is the country as a whole going to bring the crime and homocide rate down?
Can I do something about the danger my son will face in his job as a policeman?
How can we solve the crime problem in my trailer court?
How can we solve the crime problem in Pamora?
How can we prevent my son's home being broken into again?
What is my role in our local crime watch and how do I fit in?

QUESTION FOCUS: OTHERS AND COLLECTIVITIES
Why didn't the cops go after the killer?
Are people charged with the right crimes?

QUESTION FOCUS: SELF
Do I want to buy drugs from a pusher or not?
How would I react if I were in the situation that these law enforcement people are in?
Will I be broken into or molested?

SITUATION: CONCERNS WITH CURRENT EVENTS AND NEWS

QUESTION FOCUS: DIRECTIONS AND MOVES
What are we going to do about the national debt, especially the cost of refugees?

QUESTION FOCUS: OBJECTS AND EVENTS
How will things turn out in South America?

SITUATION: RELIGIOUS CONCERNS

QUESTION FOCUS: TIMES
When does the Tribulation start?

QUESTION FOCUS: CAUSES AND REASONS
Why when something is taken out of context will people abide by it?

QUESTION FOCUS: CONNECTING, WHAT
What sources, services, or help are available to aid me in doing an Easter presentation at church?

QUESTION FOCUS: DIRECTIONS AND MOVES
Should I choose to give my life to the lord or not?
What can I do to prepare for the hereafter?

QUESTION FOCUS: SELF
Will I live to see tomorrow?
Am I being directed by Christ in the Bible study I lead each week?

APPENDIX H

SUPPORTING DATA TABLES FOR CHAPTER V

Table 5-1

Correlations using types of gap situations as predictors of the helps Californians hoped to get fom answers to their most important questions.

Elicited for in-depth analysis
1= governmental concerns/issues (n=59)[a]
2= learning something new (n=212)
3= job-related concerns (n=116)
4= recreation/leisure time (n=116)

Volunteered for in-depth analysis
5= most important (n=230)

THE HELPS EXPECTED	% WHO EXPECTED THIS HELP (n=733)	CORRELATIONS BETWEEN GAP SITUATION TYPES AND HELPS EXPECTED FROM ANSWERS TO MOST IMPORTANT QUESTIONS				
		1	2	3	4	5
understand the situation better	77.5		.17			
understand others better	61.5	-.08			-.07	
plan what to do or when or how to do it	79.8		.07			
get better at doing something	73.9	-.11	.20			-.18
accomplish something you wanted to	83.4		.11			-.10
get motivated	63.6	-.14	.07		.08	

(continued)

Table 5-1 (continued)

		1	2	3	4	5
keep going when it seemed hard to go on	70.4	-.15	.11			
get out of a bad situation	61.7					
calm down, ease worries	67.0	-.11				
avoid a bad situation	63.4				-.09	
take your mind off things	55.8	-.12				
feel reassured or hopeful	74.1	-.10				
feel good about yourself	73.7	-.13				
make contact with others	61.1	-.10		.12		
feel not alone	50.6	-.11				
get happiness or pleasure	70.7	-.16			.10	

aThe n´s listed are the number of respondents whose gap situation analyzed in depth was in each of these five categories. The n on which the correlations are based is 737, all respondents with gap situations analyzed in depth. The gap situation measures are coded 0 = not in this category; 1 = in this category. Correlations of .07 significant at p<.05; .10 at p<.01;

Table 5-2[a]

Summary portrait by type of gap situation of the helps on which Californians were more likely to place more or less importance.

THE GAP SITUATIONS ANALYZED IN DEPTH	Californians in this situation type placed significantly more or less emphasis on these helps
governmental concerns/	< understand others better
	< get better at doing something
	< get motivated
	< keep going when it seemed hard to go on
	< calm down, ease worries
	< take your mind off things
	< feel reassured or hopeful
	< feel good about yourself
	< make contact with others
	< feel not alone
	< get happiness or pleasure
learning something new	> understand the situation better
	> plan what to do or when or how to do it
	> get better at doing something
	> accomplish something you wanted to
	> get motivated
	> keep going when it seemed hard to go on
job-related concerns	> make contact with others
recreation/leisure time	> get motivated
	> get happiness or pleasure
	< understand others better
	< avoid a bad situation
most important situation	< get better at doing something
	< accomplish something you wanted to

[a] This table summarizes Table 5-1.

Table 5-3

Correlations using types of stops in gap situations as predictors of the helps Californians hoped to get from answers to their most important questions.

THE STOPS
N = none (n=172)a
D = decision (n=206)
P = problemmatic (n=68)
S = spin-out (n=38)
B = barrier (n121)
F = following (n=131)

THE HELPS EXPECTED	CORRELATIONS BETWEEN TYPES OF STOPS AND HELPS EXPECTED FROM ANSWERS TO MOST IMPORTANT QUESTIONS					
	N	D	P	S	B	F
understand the situation better	-.15	-.07				.21
understand others better	-.11	-.08				.17
plan what to do or when or how to do it	-.14		.09			.10
get better at doing something	-.15					.18
accomplish something you wanted to	-.17				.09	.13
get motivated	-.20				.12	.13
keep going when it seemed hard to go on	-.18				.08	.13
get out of a bad situation	-.25		.10		.13	.08
calm down, ease worries	-.19		.10		.08	
avoid a bad situation	-.19		.10			
take your mind off things	-.12					

(continued)

Table 5-3 (continued)

	N	D	P	S	B	F
feel reassured or hopeful	-.18					.13
feel good about yourself	-.15					.10
make contact with others	-.12					.10
feel not alone	-.10			.08		
get happiness or pleasure	-.11					

aThe n's listed are the number of respondents with most important questions whose gap situation analyzed in depth was in each of these six categories. The n on which the correlations are based is 737, all respondents with most important questions. The gap situation measures are coded 0 = not in this category; 1 = in this category. Correlations of .07 significant at p<.05; .10 at p<.01; .13 at p<.001. Only significant correlations are entered into table.

Table 5-4[a]

Summary portrait of the helps Californians were more likely to place more or less emphasis on when faced with different kinds of stops.

THE	Californians who saw their gap situation as requiring them to face this stop placed significantly more or less emphasis on these helps
NONE	< understand the situation better
	< understand others better
	< plan what to do or when or how to do it
	< get better at doing something
	< accomplish something you wanted to
	< get motivated
	< keep going when it seemed hard to go on
	< get out of a bad situation
	< calm down, ease worries
	< avoid a bad situation
	< take your mind off things
	< feel reassured or hopeful
	< feel good about yourself
	< make contacts with others
	< feel not alone
	< get happiness or pleasure
DECISION	< understand the situation better
	< understand others better
PROBLEMMATIC	> plan what to do or when or how to do it
	> get out of a bad situation
	> calm down, ease worries
	> avoid a bad situation
SPIN-OUT	> feel not alone
BARRIER	> accomplish something you wanted to
	> get motivated
	> keep going when it seemed hard to go on
	> get out of a bad situation
	> calm down, ease worries
FOLLOWING	> understand the situation better
	> understand others better
	> plan what to do or when or how to do it
	> get better at doing something
	> accomplish something you wanted to
	> get motivated
	> keep going when it seemed hard to go on
	> get out of a bad situation
	> feel reassured or hopeful
	> feel good about yourself
	> make contact with others

[a] This table summarizes Table 5-3.

Table 5-5

A comparison of the emphasis on different helps which emerged by comparing the percentage of Californians who reported seeking this particular help to their importance ratings for the helps.

THE HELPS EXPECTED	PERCENTAGE OF CALIFORNIANS (n=737) WHO SOUGHT THIS HELP %	Rank	IMPORTANCE RATINGS OF THOSE CALIFORNIANS WHO SOUGHT THIS HELP n	Means	Rank
understand the situation better	77.5	3	571	2.19	12
understand others better	61.5	13	453	2.14	14
plan what to do or when or how to do it	79.8	2	588	2.28	6
get better at doing something	73.9	5	545	2.28	6
accomplish something you wanted to	83.4	1	615	2.42	1
get motivated	63.6	10	469	2.32	3
keep going when it seemed hard to go on	70.4	8	519	2.28	6
get out of a bad situation	61.7	12	455	2.24	10.5
calm down, ease worries	67.0	9	494	2.24	10.5
avoid a bad situation	63.4	11	467	2.26	8
take your mind off things	55.8	15	411	2.12	15
feel reassured or hopeful	74.1	4	546	2.25	9
feel good about yourself	73.7	6	543	2.36	2
make contact with others	61.1	14	450	2.16	13
feel not alone	50.6	16	373	2.09	16
get happiness or pleasure	70.7	7	521	2.29	4
RANK-ORDER CORRELATION:	.682	significant at the $p<.01$			

[a] For purposes of computing the rank-order correlation, importance means are calculated to two places beyond the decimal.

Table 5-6

Correlations using demography as predictors of the importance ratings Californians gave to different helps sought from answers to their most important questions in their gap situations.

THE DEMOGRAPHIC MEASURES
1= # children in household (n=734)
2= # people in household (n=729)
3= # years education (n=730)
4= age (n=729)
5= community size (n=666)
6= Hispanic (n=737)[b]
7= Black (n=737)[b]
8= Asian (n=737)[b]
9= American Indian (n=737)[b]
10= Anglo-White (n=737)[b]
11= income (n=606)
12= sex (n=730)[c]

CORRELATIONS BETWEEN THE DEMOGRAPHIC MEASURES AND IMPORTANCE RATINGS [a]

THE HELPS EXPECTED	1	2	3	4	5	6	7	8	9	10	11	12
understand the situation better				-.09						-.08		
understand others better		.08				.10				-.16		
plan what to do or when or how to do it												
get better at doing something		.11		-.11								
accomplish something you wanted to												
get motivated	.08	.12	-.09	-.14			.09			-.09		
keep going when it seemed hard to go on										-.08		
get out of a bad situation										-.08		.10
calm down, ease worries												
avoid a bad situation	.12	.10		-.12						-.08		.10
take your mind off things			-.12				.10			-.08	-.13	
feel reassured or hopeful		.07										
feel good about yourself						.08	.08			-.11		
make contact with others												
feel not alone			-.08									
get happiness or pleasure		.08	-.08									

[a] Correlations of .07 significant at p<.05; .10 at p<.01; .13 at p<.001. Non signifcant correlations are not entered in the table.

[b] Coded 0-1 with 1 indicating membership in the designated group.

[c] Coded 0=female and 1=male.

Table 5-7[a]

Summary portrait of the helps expected from answers to most important questions on which different demographic sub-groups of Californians were more likely to place more or less importance.

DEMOGRAPHIC MEASURE	This demographic sub-group was significiantly more or less likely to place importance on these helps
# children in household	**If more children in household,** > Get motivated > Avoid a bad situation
# people in household	**If larger household size,** > Understand others better > Get better at doing something > Get motivated > Avoid a bad situation > Feel reassured or hopeful > Get happiness or pleasure
# years education	**If more years of education,** < Get motivated < Take your mind off things < Feel not alone < Get happiness or pleasure
age	**If older,** < Understand the situation better < Get better at doing something < Get motivated < Avoid a bad situation
Hispanic	**If Hispanic,** > Understand others better > Feel good about yourself
Black	**If Black,** > Get motivated > Take your mind off things > Feel good about yourself

(continued)

Table 5-7 (continued)

Anglo-White	If Anglo-White,
	< Understand the situation better
	< Understand others better
	< Get motivated
	< Keep going when it seemed hard to go on
	< Get out of a bad situation
	< Avoid a bad situation
	< Take your mind off things
	< Feel good about yourself
income	If income larger,
	< Take your mind off things
sex	If male,
	> Get out of a bad situation
	> Avoid a bad situation

a This table summarizes Table 5-6.

Table 5-8[a]

Correlations showing how teenaged Californians aged 12-17 years differed from the general population in the importance ratings they gave different potential helps from answers to questions.

THE HELPS EXPECTED	Correlations[a]
understand the situation better	.08
understand others better	
plan what to do or when or how to do it	
get better at doing something	
accomplish something you wanted to	
get motivated	
keep going when it seemed hard to go on	
get out of a bad situation	
calm down, ease worries	
avoid a bad situation	
take your mind off things	
feel reassured or hopeful	
feel good about yourself	
make contact with others	
feel not alone	
get happiness or pleasure	

[a] Pearson product moment correlations between the teenager variable and the importance ratings of helps expected. The n for these correlations = 737, the number of respondents who articulated a most important question. The teeneger variable consists of a measure coded 1 if the respondent was aged 12-17 and 0 if the respondent was older. There were 124 teenaged respondents in all, 84 had most important questions. Correlations of .07 significant at $p<.05$; .10 at $p<.01$; and .13 at $p<.001$. Only significant correlations are entered in the table.

Table 5-9

Correlations between the types of most important questions asked by Californians and the importance ratings of helps expected from answers to these questions

THE HELPS EXPECTED

1 = understand the situation better
2 = understand others better
3 = plan what to do or when or how to do it
4 = get better at doing something
5 = accomplish something you wanted to
6 = get motivated
7 = keep going when it seemed hard to go on
8 = get out of a bad situation
9 = calm down, ease worries
10 = avoid a bad situation
11 = take your mind off things
12 = feel reassured or hopeful
13 = feel good about yourself
14 = make contact with others
15 = feel not alone
16 = get happiness or pleasure

CORRELATIONS BETWEEN THE TYPES OF MOST IMPORTANT QUESTION AND IMPORTANCE RATINGS OF HELPS EXPECTED [a]

THE MOST IMPORTANT QUESTIONS ASKED (n=737)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Questionnaire set																
How will things turn out?	-.09	-.09								-.08		.08				.08
How are things related to each other?				.08					-.07							
What's going on in this situation?							-.09					-.09				-.09
What caused or led up to this situation?																
What's my role, how do I fit in?																
What are the ways things should be done, the rules, the laws?																
How can I get motivated?														.07	.09	
Can I avoid or get away from bad consequences?									.07							
What are my options, what's the best thing to do?								.10		.09						
If I do this, what will happen?																
How, or when, or where can I do something?		-.08														.08
How can I get around the bureaucracy?				-.07												
What are my feelings, wants, motives, or reasons?						.09							.08			
Are there other ways I can think about this situation?																
Am I alone, is anyone listening or agreeing with me?																
What information is available for this situation?												-.07				
What sources, or services, or help are available?																
What are someone else's motives, feelings, reasons, or wants?		.07		-.08	-.14											
Time focus of question																
past		.11													.07	
present	.10	.09														-.09
future	-.12	-.14														

(continued)

Table 5-9 (continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Entity focus of question																
self			.12	.16	.14	.08	.10		.15	.10	.10		.08			.11
others		.10		-.12												
institutions		-.10														
objects/events/processes			-.08		-.08		-.10		-.11							-.09
Gap focus of question																
times/places		-.09		-.08												
causes/reasons		.10			-.08							.07				
connecting		.07												.08		
others/collectivities									-.08							
self			.08	.13	.11	.13	.09		.08			.09	.11			
objects/events	-.08															
directions/moves				.07						.08						
outcomes																

Table 5-10[a]

Summary portrait of the potential helps from answers to questions that Californians placed more or less importance on when they asked different most important questions.

THE QUESTION TYPES	Californians who asked this category of most important question were significantly more likely to place more or less importance on these helps.
How will things turn out?	> feel reassured or hopeful > get happiness or pleasure < understand the situation better < understand others better < plan what to do or when or how to do it
How are things related to each other?	> get better at doing something < calm down, ease worries
What´s going on in this situation?	< keep going when it seemed hard to go on < feel reassured or hopeful < get happiness or pleasure
How can I get motivated?	> make contact with others > feel not alone
Can I avoid or get away from bad consequences?	> calm down, ease worries
What are my options, what´s the best thing to do?	> get out of a bad situation > avoid a bad situation
How, or when, or where can I do something?	> get happiness or pleasure < understand others better
How can I get around all the red tape in the bureaucracy?	< get better at doing something
What are my feelings, wants, motives, or reasons?	> get motivated > feel good about yourself

(continued)

Table 5-10 (continued)

What information is available for this situation?	< feel reassured or hopeful
What are someone else's motives, feelings, reasons, wants?	> understand others better < get better at doing something < accomplish something you wanted to

a This table summarizes Table 5-9.

APPENDIX I

SUPPORTING DATA TABLES FOR CHAPTER VI

Table 6-1

Percentage of respondents in each category of the five measures of difficulty and success of answering most important questions.

	PERCENTAGE OF RESPONDENTS IN THIS CATEGORY	
Difficulty of answering question		
very easy (0)	19.7	
somewhat easy (1)	34.2	
somewhat difficult (2)	30.5	
very difficult (3)	15.6	n=737
Difficulty compared to other people		
much easier (0)	25.1	
slightly easier (1)	45.9	
slightly harder (2)	22.7	
much harder (3)	6.4	n=737
Success in question answering		
none (0)	11.1	
partial (1)	33.4	
complete (2)	55.5	n=737
Helped by answer to question		
not at all (0)	6.9	
a little (1)	37.4	
a lot (2)	55.7	n=655
Expect to get complete answer in future		
no (0)	17.4	
maybe (1)	32.6	
yes (2)	50.0	n=328

Table 6-2

Percentage of respondents who did not get complete answers to their most important questions naming different barriers to getting answers.

THE BARRIERS TO GETTING COMPLETE ANSWERS	PERCENT OF RESPONDENTS WHO GOT NO OR PARTIAL ANSWERS TO THEIR MOST IMPORTANT QUESTIONS (n=328) CITING EACH BARRIER[a]	
SITUATION COMPLEXITY AS BARRIER		18.3
No resolution/answer exists	6.4	
Situation too big, complex, confusing	3.1	
Situation recurring, escalating, perennial, pervasive	3.1	
Situation inherently uncertain, filled with unexpecteds	6.7	
Other in this category	1.8	
TIMING AS BARRIER		18.9
Timing wrong, passing of time needed	18.3	
Source inaccessible because of timing	2.1	
OWN EMOTIONS/MOTIVATION AS BARRIER		12.8
Emotions, anxieties, reluctance to know	4.3	
Shyness, fear of the act of asking question	1.0	
Procrastination, forgetfulness, indecision	1.5	
Lack discipline, own limitations stand in way	2.7	
Indifference, lack of motivation	4.0	
Other in this category	0.1	
LACK OF RESOURCES (TIME/MONEY/KNOWLEDGE)		25.3
Ignorance, lack knowledge/understanding, lack experience	17.1	
Lack money, material resources	3.1	
Lack time	4.0	
Other in this category	2.1	
OTHER/COLLECTIVITY AS BARRIER		18.9
Lack expertise, knowledge, understanding	3.1	
Incompetence, laziness, slowness	1.2	
Untrustworthiness, lack believability	0.6	
Inaccessible because of geography, times available	2.1	
Uncooperative, uncaring, unwilling to help	8.2	
Inability to see me	0.3	
Inability to decide	0.6	
Bureaucracy, politics, organizational controls	5.2	
Other in this category	0.6	
INADEQUATE ANSWER AS BARRIER		2.7
Answer too brief, incomplete	1.5	
Answer too complex, difficult, incomprehensible	0.3	
Answer conflicted with other information	1.2	
Answer too indefinite, uncertain	0.3	

[a] Percentages do not add to 100.0 because some respondents did not name barriers. Major category percentages will not be sum of sub-category percentages because for major categories the computer counted a respondent in the category if he/she named one or more of the sub-category barriers.

Table 6-3

Correlations using types of gap situations as predictors of the difficulty and success Californians reported in getting answers to their most important questions.

Elicted for in-depth analysis
1= governmental concerns/issues
2= learning something new
3= job-related concerns
4= recreation/leisure time

Volunteered for in-depth analysis
5= most important

DIFFICULTY AND SUCCESS MEASURES	CORRELATIONS BETWEEN GAP SITUATION TYPES AND THE DIFFICULTY AND SUCCESS MEASURES 1	2	3	4	5
difficulty of answering question (n=733)[a]	.11	-.16		-.13	.20
difficulty compared to other people (n=733)					.13
success in question answering (n=733)	-.11	.17		.09	-.19
helped by answer to question (n=651)	-.09	.13			
expect to get complete answer in future (n=328)		.13			-.11

[a] Correlations are based on the n's indicated; 733 = the non missing-data respondents of the 737 with most important questions; 651 = the non missing data respondents of the 655 who got complete or partial answers to their quesations; 328 = the respondents who got no or partial answers. The actual numbers of respondents in the focal categories for these 3 ns were: 733: 59 governmental; 212 learning something new; 116 job-related; 116 recreation/leisure time; 230 most important. For 651: 47, 203, 107, 109, 185. For 328: 36, 71, 51, 42, 128. For the first four measures, correlations of .05 significant at $p<.05$; .10 at $p<.01$; .13 at $p<.01$. For the last measure, correlations of .11 significant at $p<.05$; .15 at$p<.01$; .18 at $p<.001$. The gap situation measures are coded 0 = not in this category; 1 = in this category. Only significant correlations are entered in the table.

Table 6-4

Correlations using types of gap situations as predictors of the barriers Californians reported to getting complete answers to their most important questions.

THE GAP SITUATIONS

Elicted for in-depth analysis

1= governmental concerns/issues (n=36)
2= learning something new (n=71)
3= job-related concerns (n=51)
4= recreation/leisure time (n=42)

Volunteered for in-depth analysis

5= most important (n=128)

BARRIERS (n=328)a	CORRELATIONS BETWEEN TYPES OF GAP SITUATIONS AND THE BARRIER MEASURES				
	1	2	3	4	5
situation complexity					.12
timing					
own emotions/ motivation					
lack resources				.11	-.14
other/ collectivity	.18			-.16	
inadequate answer					

aN standard is the respondents who got no or partial answers to their questions. All correlations are based on this n. The gap situation measures are coded 0 = not in this category; 1 = in this category. The n's listed next to the situation types are the "in this category" ns. Correlations of .11 significant at $p<.05$; .15 at $p<.01$; and .18 at $p<.001$. Only significant correlations are entered in the table.

Table 6-5[a]

Summary portrait by type of gap situation of the difficulty and success Californians had in answering their most important questions and the barriers they saw preventing them from getting complete answers

THE GAP SITUATIONS ANALYZED IN DEPTH	Californians in this situation type were significantly more or less likely to make these reports:
governmental concerns	**In terms of difficulty and success:** > difficulty of answering question < success in question answering < helped by answer to question **In terms of barriers to getting complete answers:** > other/collectivity
learning something new	**In terms of difficulty and success:** < difficulty of answering question > success in question answering > helped by answer to question > expect complete answer in future
recreation/leisure time	**In terms of difficulty and success:** < difficulty of answering question > success in question answering **In terms of barriers to getting complete answers:** > lack resources < other/collectivity
most important situation	**In terms of difficulty and success:** > difficulty of answering question > difficulty compared to other people < success in question answering < expect complete answer in future **In terms of barriers to getting complete answers:** > situation complexity < lack resources

[a] This table summarizes Tables 6-3 and 6-4.

Table 6-6

Correlations using types of stops in gap situations as predictors of the difficulty and success Californians reported in getting answers to their most important questions.

THE STOPS
N = none
D = decision
P = problemmatic
S = spin-out
B = barrier
F = following

DIFFICULTY AND SUCCESS MEASURES	CORRELATIONS BETWEEN TYPES OF STOPS AND DIFFICULTY AND SUCCESS MEASURES					
	N	D	P	S	B	F
difficulty of answering question (n=737)[a]	-.09		.10		.08	-.07
difficulty compared to other people (n=737)	-.10			.09		
success in question answering (n=737)		.11	-.12		-.10	
helped by answer to question (n=655)				-.09		.13
expect to get complete answer in future (n=328)						

[a] Ns in parentheses are ns on which the correlations are based: 737 is the nummber of respondents with most important questions; 655 those who got partial or complete answers; 328 those who got no or partial answers. Stop measures are coded 0 = not in this stop; 1 = in this stop. The actual number of units coded "in this stop" were: for n=737: 172, 206, 68, 38, and 132, respectively reading from top to bottom on stop list; for n=655: 149, 193, 52, 32, 107, 122; for n=328: 63, 77, 39, 19, 72, 58. For the first four measures, correlations of .07 significant at $p<.05$; .10 at $p<.01$; .13 at $p<.001$. For the last measure, correlations of .11 significant at $p<.05$; .15 at $p<.01$; .18 at $p<.001$. Only significant correlations are entered in the table.

Table 6-7

Correlations using types of stops in gap situations as predictors of the barriers Californians reported in getting complete answers to their most important questions.

THE STOPS
N = none (n=63)
D = decision (n=77)
P = problemmatic (n=39)
S = spin-out (n=19)
B = barrier (n=72)
F = following (n=58)

BARRIERS (n=328)a	N	D	P	S	B	F
Situation complexity	.12					
Timing						
Own emotions/ motivation	-.12					
Lack resources				-.11		
Other/collectivity			.14			
Inadequate answer						

a328 is the number of respondents with no or partial answers to their most important questions. The n's listed beside the stops are the number of respondents whose gap situation was best described by that stop.
The measures are coded 0 = not in this stop; 1 = in this stop. Correlations of .11 significant at p<.05; .15 at p<.01; .18 at p<.001. Only significant correlations are entered in the table.

Table 6-8[a]

Summary portrait by type of stops respondents saw themselves in of the difficulty and success Californians had in answering their most important questions and the barriers they saw to getting complete answers.

THE STOPS	Californians who saw themselves stopped in this way were significantly more or less likely to make these reports:
NONE	**In terms of difficulty and success:** < difficulty of answering question < difficulty compared to other people **In terms of barriers:** > situation complexity < own emotions/motivation
DECISION	**In terms of difficulty and success:** > success in question answering
PROBLEMMATIC	**In terms of difficulty and success:** > difficulty of answering question < success in question answering **In terms of barriers:** > other/collectivity
SPIN-OUT	**In terms of difficulty and success** > difficulty compared to others < helped by answer to question **In terms of barriers:** < lack of resources
BARRIER	**In terms of difficulty and success** > difficulty of answering question < success in question answering
FOLLOWING	**In terms of difficulty and success:** < difficulty of answering question > helped by answer to question

[a] This table summarizes Tables 6-6 and 6-7.

Table 6-9

Correlations using demography as predictors of the ratings Californians gave to the difficulty and success of answering most important questions

DIFFICULTY AND SUCCESS MEASURES
1 = difficulty of answering question
2 = difficulty compared to other people
3 = success in question answering
4 = helped by answer to question
5 = expect to get complete answer in future

	CORRELATIONS BETWEEN DEMOGRAPHIC MEASURES AND SUCCESS IN ANSWERING THE MOST IMPORTANT QUESTION[a]				
DEMOGRAPHIC MEASURES	1	2	3	4	5
# children in household					.12 (n=328)
# people in household					.11 (n=325)
# years education					
age			-.14 (n=729)		-.23 (n=324)
community size					
Hispanic[b]					
Black[b]					
Asian[b]					
American Indian[b]					
Anglo-White[b]			-.08 (n=737)		
income					
sex[c]					

[a] N standards are n^3 (the 737 respondents with most important questions) and n^6 (the 328 respondents with no or partial answers. For n^3, correlations of .07 significant at p,.05; .10 at $p<.01$; .13 at p,.001. For n^6, the respective levels are: .11, .15, .18. Only significant correlations entered.

[b] The dummy measures were coded 0-1. A 1 meant the respondent belonged to the designated group.

[c] Sex was coded 0=female; 1=male.

Table 6-10

Correlations using demography as predictors of the barriers Californians saw preventing them from getting complete answers to their questions.

BARRIERS
1 = situation complexity
2 = timing
3 = own emotions/motivation
4 = lack resources
5 = other/collectivity
6 = inadequate answer

		CORRELATIONS BETWEEN DEMOGRAPHIC MEASURES AND BARRIERS PREVENTING COMPLETE ANSWERS[a]					
DEMOGRAPHIC MEASURES	n	1	2	3	4	5	6
# children in household	328						
# people in household	325						
# years education	326	.13					
age	324	.18					
community size	296						
Hispanic[b]	328						
Black[b]	328						
Asian[b]	328						
American Indian[b]	328						
Anglo-White[b]	328						
income	326						
sex[c]	328		-.12				

[a] Correlation of .11 significant at $p < .05$; .15 at $p < .01$; .18 at $p < .001$. N standard is n6, the 328 respondents with no or partial answers. Only significant correlations are entered in the table.

[b] Coded 0-1 with 1 indicating membership in the designated group.

[c] Coded 0=female and 1=male.

Table 6-11[a]

Summary portrait of the question answering difficulty and success reports and barriers to getting complete answer reports of demographic sub-groups of Californians were more likely to place more or less emphasis.

DEMOGRAPHIC MEASURE	This demographic sub-group was significantly more or less likely to:
# children in household	**If more children in household,** **In terms of difficulty and success,** > expect to get complete answer in future
# people in household	**If larger household size,** **In terms of difficulty and success,** > expect to get complete answer in future
# years education	**If more years education,** **In terms of barriers,** > situation complexity
age	**If older,** **In terms of barriers,** > situation complexity **In terms of difficulty and success,** < success in question answering < expect to get complete answer in future
Anglo-White	**If Anglo-White,** **In terms of difficulty and success,** < success in question answering
sex	**If female,** **In terms of barriers,** > timing

[a] This table summarizes Table 6-9 and 6-10.

Table 6-12

Correlations showing how teenaged Californians aged 12-17 years differed from the general population in their reports of the difficulty and success they had in answering their most important questions in different gap situations and the barriers they saw to obtaining answers.

THE MEASURES	Correlations[a]
Difficulty and success measures	
difficulty of answering question[b]	--
difficulty compared to other people[b]	--
success in question answering[b]	--
helped by answer to question[c]	--
expect to get complete answer in future[d]	--
Barrier measures[d]	
situation complexity	--
timing	--
own emotions/motivation	--
lack resources	--
other/collectivity	--
inadequate answer	--

[a] None of the correlations was significant at $p < .05$ or beyond. Pearson product moment correlations were run between the teenager variable and the difficulty and success and barrier measures. The teenager variable was constructed by giving respondents who were 12-17 a code of 1; all other respondents were given a code of 0. N for these correlations was 737 (measures marked with b supracript); 655 (c supracript); and 328 (d suprascript). The actual number of teenagers involved in each correlation was 84, 77, and 33 respectively. For this table, no correlation was significant.

Table 6-13

Correlations between the types of most important questions asked by Californians and ratings of the difficulty and success they had in answering these questions.

DIFFICULTY AND SUCCESS MEASURES
1 = difficulty of answering question
2 = difficulty compared to other people
3 = success in question answering
4 = helped by answer to question
5 = expect to get complete answer in future

CORRELATIONS BETWEEN TYPE OF MOST IMPORTANT QUESTION ASKED AND SUCCESS IN ANSWERING[a]

THE MOST IMPORTANT QUESTIONS ASKED	1 (n=737)	2 (n=737)	3 (n=737)	4 (n=655)	5 (n=328)
How will things turn out?			-.12		
How are things related to each other?					
What´s going on in this situation?					
What caused or led up to this situation?	.13			-.11	
What´s my role, how do I fit in?					.12
What are the ways things should be done, the rules, the laws?					
How can I get motivated?					
Can I avoid or get away from bad consequences?					
What are my options, what´s the best thing to do?					
If I do this, what will happen?					
How, or when, or where can I do something?					

(continued)

Table 6-13 (continued)

	1	2	3	4	5
How can I get around the red tape in the bureaucracy?					
What are my feelings, wants, motives, or reasons?					
Are there other ways I can think about this situation?					
Am I alone, is anyone listening or agreeing with me?					
What information is available for this situation?					
What sources, or services, or help are available?					
What are someone else's motives, feelings, reasons, or wants?					-.13

a N standards are n^3 (the 737 respondents with most important questions) and n^6 (the 328 respondents with no or partial answers. For n^3, correlations of .07 significant at p,.05; .10 at $p<.01$; .13 at p,.001. For n^6, the respective levels are: .11, .15, .18. Only significant correlations are entered in the table.

Table 6-14

Correlations between the types of most important questions asked by Californians and reports of barriers preventing complete answers.

BARRIERS TO COMPLETE ANSWERS
1 = situation complexity
2 = timing
3 = own emotions/motivation
4 = lack resources
5 = other/collectivity
6 = inadequate answer

	CORRELATIONS BETWEEN TYPE OF MOST IMPORTANT QUESTION AND BARRIERS PREVENTING COMPLETE ANSWERS[a]					
THE MOST IMPORTANT QUESTIONS ASKED (n=328)	1	2	3	4	5	6
How will things turn out?		.20			-.11	
How are things related to each other?						
What's going on in this situation?						
What caused or led up to this situation?	.16					
What's my role, how do I fit in?						
What are the ways things should be done, the rules, the laws?						
How can I get motivated?						
Can I avoid or get away from bad consequences?						
What are my options, what's the best thing to do?						
If I do this, what will happen?						

(continued)

Table 6-14 (continued)

	1	2	3	4	5	6
How, or when, or where can I do something?						
How can I get around the red tape in the bureaucracy?					.11	
What are my feelings, wants, motives, or reasons?			.13			
Are there other ways I can think about this situation?						
Am I alone, is anyone listening or agreeing with me?						
What information is available for this situation?						
What sources, or services, or help are available?					.16	
What are someone else's motives, feelings, reasons, or wants?					.17	

[a] Correlations of .11 significant at $p<.05$; .15 = $p<.01$; .18 = $p<.001$. Only significant correlations are entered in the table.

Table 6-15a

Summary portrait of the difficulty and success in question answering and barriers seen to getting complete answers for different kinds of questions.

QUESTION TYPE	In attempting to answer this question type, Californians were significantly more or less likely to report this difficulty and success and these barriers
How will things turn out?	**In terms of difficulty and success** < success in question answering **In terms of barriers** > timing < other/collectivity
What caused or led up to this situation?	**In terms of difficulty and success** > difficulty of answering question < helped by answer to question **In terms of barriers** > situation complexity
What's my role, how do I fit in?	**In terms of difficulty and success** > expect to get complete answer in future
How can I get around all the red tape in the bureaucracy?	**In terms of barriers** > other/collectivity
What are my feelings, wants, motives, or reasons?	**In terms of barriers** > own emotions/motivation
What sources, or services, or help are available?	**In terms of barriers** > other/collectivity
What are someone else's motives, feelings, reasons, wants?	**In terms of difficulty and success** < expect to get complete answer in future **In terms of barriers** > other/collectivity

[a] This table summarizes Tables 6-13 and 6-14.

APPENDIX J

SUPPORTING DATA TABLES FOR CHAPTER VII

Table 7-1

Percentages of Californians reporting use of different strategies for getting answers to their questions in their gap situations and mean amount of answer obtained ratings for those Californians using each strategy.

THE STRATEGIES	PERCENTAGE OF CALIFORNIANS (n=733)[a]		MEAN AMOUNT OF ANSWER RATINGS		
	%	rank	n[b]	mean	rank
own thinking/experience	89.1	1	657	1.48	1
media	37.1	6	273	1.08	9.5
authorities/professionals	58.4	2	430	1.33	2
family members	52.0	3	383	1.22	3
co-workers	40.5	5	298	1.15	5
friends/neighbors	48.6	4	358	1.13	7
social service agencies	14.3	12	106	0.85	13
business persons	31.1	7.5	229	1.08	9.5
religious leaders	21.2	10	155	1.14	6
people in government	19.2	11	142	0.93	12
libraries	29.2	9	214	1.08	9.5
schools/colleges	31.1	7.5	229	1.20	4
other	8.7	13	64	1.08	9.5

RANK ORDER CORRELATION: .81, significant at $p<.001$

[a] N standard is 737, the number of respondents with most important questions. Missing data accounts for the n discrepancy.

[b] Ns vary since the only respondents who rated amount of answer obtained (0= none; 1 = some; 2 = most) were those who used a given source.

Table 7-2

Correlations using types of gap situations as predictors of Californians use of different strategies for getting answers to their questions in gap situations.

Elicited for in-depth analysis
1= governmental concerns/issues (n=59)[a]
2= learning something new (n=212)
3= job-related concerns (n=116)
4= recreation/leisure time (n=116)

Volunteered for in-depth analysis
5= most important (n=230)

THE STRATEGIES	CORRELATIONS BETWEEN GAP SITUATION TYPES AND STRATEGIES USED TO GET ANSWERS TO QUESTIONS				
	1	2	3	4	5
own thinking/ experience					
media	.11				
authorities/ professionals		.07		-.11	
family members					.12
co-workers			.18	-.08	
friends/neighbors					.09
social service agencies					.07
business persons			.18	-.11	
religious leaders					.08
people in government	.20			-.08	
libraries					

(continued)

Table 7-2 (continued)

	1	2	3	4	5
schools/colleges		.12			
other					

[a] The n's listed are the number of respondents with most important questions whose gap situation analyzed in depth was in each of these five categories. The n on which the correlations are based is 737, all respondents with gap situations analyzed in depth. The gap situation measures are coded 0 = not in this category; 1 = in this category. Correlations of .07 significant at $p<.05$; .10 at $p<.01$; .13 at $p<.001$. Only significant correlations are entered in the table.

Table 7-3[a]

Summary portrait by type of gap situation of the use of strategies for answering questions.

THE GAP SITUATIONS ANALYZED IN DEPTH	Californians in this situation type reported significantly more or less use of these strategies
governmental concerns/ issues	> media > people in government
learning something new	> authorities/professionals > schools/colleges
job-related concerns	> co-workers > business persons
recreation/leisure time	< authorities/professionals < co-workers < business persons < people in government
most important situation	> family members > friends/neighbors > social service agencies > religious leaders

[a]This table summarizes Table 7-2.

Table 7-4

Correlations using types of stops in gap situations as predictors of Californians use of different strategies for getting answers to their questions in gap situations.

THE STOPS
N = none (n=172)
D = decision (n=206)
P = problemmatic (n=68)
S = spin-out (n=38)
B = barrier (n=121)
F = following (n=132)

THE STRATEGIES	CORRELATIONS BETWEEN TYPES OF STOPS AND STRATEGIES USED TO GET ANSWERS TO QUESTIONS N	D	P	S	B	F
own thinking/ experience	-.09	.08				
media						
authorities/ professionals						
family members						
co-workers						
friends/neighbors						
social service agencies	-.08					
business persons	-.08					
religious leaders						
people in government		.09				
libraries						

(continued)

Table 7-4 (continued)

	N	D	P	S	B	F
schools/colleges						.11
other						

aThe n's listed are the number of respondents whose gap situation analyzed was best described by each of the six stop categories. The n on which correlations are based is 737, all respondents with most important questions. The stop measures are coded 0 = not in this category; 1 = in this category. Correlations of .07 significant at p<.05; .10 at p<.01; .13 at p<.001. Only significant correlations are entered in the table.

Table 7-5a

Summary portrait by type of stop in gap situations of the use of strategies for answering questions.

THE STOPS	Californians who saw their gap situations as best described with this stop reported significantly more or less use of these strategies.
NONE	**Frequency of use** < own thinking/experience < social service agencies < business persons
DECISION	**Frequency of use** > own thinking/experience > people in government
PROBLEMMATIC	None
SPIN-OUT	None
BARRIER	None
FOLLOWING	**Frequency of use** > schools/colleges

[a] This summarizes Table 7-4.

Table 7-6

Correlations using demography as predictors of the use of different strategies for getting answers to most important questions in their gap situations.

THE DEMOGRAPHIC MEASURES

1= # children in household (n=734)
2= # people in household (n=729)
3= # years education (n=730)
4= age (n=729)
5= community size (n=666)
6= Hispanic (n=737)[b]
7= Black (n=737)[b]
8= Asian (n=737)[b]
9= American Indian (n=737)[b]
10= Anglo-White (n=737)[b]
11= income (n=606)
12= sex (n=730)[c]

CORRELATIONS BETWEEN THE DEMOGRAPHIC MEASURES AND USE MEASURES[a]

THE STRATEGIES USED	1	2	3	4	5	6	7	8	9	10	11	12
own thinking/experience			.08								.08	
media												
authorities/professionals			.09		-.09						.11	.09
family members		.09	-.11	-.11								
co-workers			.18	-.08							.11	
friends/neighbors		.07		-.11					.07			
social service agencies												
business persons			.14								.17	
religious leaders				.10								
people in government			.10	.10							.10	
libraries								.08				.08
schools/colleges	.11	.12	-.09	-.22				.15		-.11		
other												

[a] Correlation of .07 significant at $p<.05$, .10 at $p<.01$ and .13 at $p<.001$. Only significant correlations are entered in the table.

[b] The dummy measures were coded 0-1. A 1 meant the respondent belonged to the designated group.

[c] Sex was coded 0=female; 1=male.

Table 7-7a

Summary portrait of the strategies used for getting answers to most important questions which different demographic sub-groups of Californians were more or less likely to use.

DEMOGRAPHIC MEASURE	This demographic sub-group was significiantly more or less likely to use these strategies
# children in household	**If more children in household,** > schools/colleges
# people in household	**If larger household size,** > family members > friends/neighbors > schools/colleges
# years education	**If more years education,** > own thinking/experience > authorities/professionals > co-workers > business persons > people in government < family members < schools/colleges
age	**If older,** > religious leaders > people in government < family members < co-workers < friends/neighbors < schools/colleges
community size	**If larger community,** < authorities/professionals
Asian	**If Asian,** > libraries > schools/colleges
American Indian	**If American Indian,** > friends/neighbors

(continued)

Table 7-7 (continued)

Anglo-White	**If Anglo-White,** < schools/colleges
income	**If income larger,** > own thinking/experience > authorities/professionals > co-workers > business persons > people in government
sex	**If male,** > authorities/professionals > libraries

[a] This table summarizes Table 7-6.

Table 7-8

Correlations showing how teenaged Californians aged 12-17 years differed from the general population in their reports of the strategies they used to get answers to their most important questions.

THE STRATEGIES	Correlations[a]
own thinking/experience	
media	
authorities/professionals	
family members	.14
co-workers	-.11
friends/neighbors	.10
social service agencies	
business persons	-.08
religious leaders	
people in government	
libraries	.09
schools/colleges	.19
other	

[a] Pearson product moment correlations were run between the teenager variable and the strategy use measures. The n for these correlations is 737, the number of respondents with most important questions. The variable was coded 1 if the respondent was aged 12-17 and 0 if older. The actual number of teenagers involved in each correlation was 84. Correlations of .07 significant at $p<.05$; .10 at $p<.01$; and .13 at $p<.001$. Only significant correlations are entered in the table.

Table 7-9[a]

Summary portrait of the strategies which teenaged Californians were more or less likely to use than other Californians.

TEENAGERS REPORTED SIGNIFICANTLY HIGHER USE OF THESE STRATEGIES

> family members
> friends/neighbors
> libraries
> schools/colleges

TEENAGERS REPORTED SIGNIFICANTLY LOWER USE OF THESE STRATEGIES

< co-workers
< business persons

---

[a] This table summarizes Table 7-8.

Table 7-10

Correlations between the types of most important questions asked by Californians and reports of the use of different strategies for answering questions.

THE STRATEGIES FOR GETTING ANSWERS

1 = own thinking/experince
2 = media
3 = authorities/professionals
4 = family members
5 = co-workers
6 = friends/neighbors
7 = social service agencies
8 = business persons
9 = religious leaders
10 = people in government
11 = libraries
12 = schools/colleges
13 = other

CORRELATIONS BETWEEN TYPE OF MOST IMPORTANT QUESTION AND STRATEGY FOR ANSWERING QUESTION[a]

THE MOST IMPORTANT QUESTIONS ASKED (n=737)[a]	1	2	3	4	5	6	7	8	9	10	11	12	13
How will things turn out?													
How are things related to each other?	-.08												
What's going on in this situation?						-.07							
What caused or led up to this situation?	-.09												
What's my role, how do I fit in?													
What are the ways things should be done, the rules, the laws?													
How can I get motivated?													
Can I avoid or get away from bad consequences?							.07						
What are my options, what's the best thing to do?							.08						
If I do this, what will happen?													
How, or when, or where can I do something?											-.09		
How can I get around all the red tape in the bureaucracy?													
What are my feelings, wants, motives, or reasons?						.09							
Are there other ways I can think about this situation?	-.11												
Am I alone, is anyone listening or agreeing with me?													
What information is available for this situation?													
What sources, or services, or help are available?						.09			.08				.09
What are someone else's motives, feelings, reasons, or wants?													

[a] Correlation of .07 significant at p<.05, .10 at p<.01 and .13 at p<.001. Only significant correlations are entered in the table.

Table 7-11[a]

Summary portrait of the kinds of questions asked in gap situations for which Californians reported more or less use of different strategies for getting answers.

THE QUESTIONS	This strategy was significantly more or less likely to be reported as used for these question types...
How are things related to each other?	< own thinking/experience
What's going on in this situation?	< friends/neighbors
What caused or led up to this situation?	< own thinking/experience
Can I avoid or get away from bad consequences?	> social service agencies
What are my options, what's the best thing to do?	> social service agencies
How, or when, or where can I do something?	< libraries
What are my feelings, wants, motives, or reasons?	> friends/neighbors
Are there other ways I can think about this situation?	< own thinking/experience
What sources, or services, or help are available?	> friends, neighbors > religious leaders > other

[a] This table summarizes Table 7-10.

Table 7-12

Comparison of the percentage of Californians reporting the use of different strategies to answer their most important questions in the 1984 versus the 1979 studies.

	PERCENTAGE OF CALIFORNIANS WHO REPORTED USE OF THIS STRATEGY TO ANSWER THEIR MOST IMPORTANT QUESTIONS IN THEIR MOST IMPORTANT GAP SITUATIONS			
	1984 (n=230)[a]		1979 (n=494)[b]	
STRATEGIES	%	rank	%	rank
own thinking/experience	87	1	52	1
media[d]	42	-		
newspapers	-	-	19	-
radio	-	-	11	-
TV	-	-	15	-
magazines	-	-	11	-
books	-	-	11	-
authorities/professionals[e]	57	2	23	3
family members[f]	61	-	-	-
co-workers[c]	37	-	-	-
friends/neighbors[f]	55	3	37	2
social service agencies[e]	18	9	7	9
business persons[e]	27	5.5	20	4
religious leaders	26	7	7	7.5
people in government[e]	22	8	19	5
libraries	29	4	7	7.5
schools/colleges	27	5.5	14	6
other[c]	6	-	-	-

RANK ORDER CORRELATION: .78, significant at $p < .01$

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[a] In the 1984 study, only 284 respondents were in the gap situation selection condition comparable to that used in 1979. Of these, 230 had most important questions and are included in this analysis.

[b] In the 1979 study, 502 of the 646 respondents had most important questions. Of these, 494 responded to the strategy measures.

[c] In the 1979 study, these strategies were not included.

[d] In the 1979 study, media was broken out to newspapers, radio, TV, magazines, books.

(continued)

Table 7-11 (continued)

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[e] Wording on these items differed somewhat in the 1979 study, as follows:

- a professional (like a doctor or lawyer or social worker)
- a friend, neighbor, or relative
- a social service agency or charity
- someone who works for a store or company or business
- someone who works for city, county, state, or federal government

[f] As is noted in footnote e, these two strategies were combined into one for the 1979 study. For rank order correlation computations, the 1979 figures were pitted against the 1984 friends/neighbors figure.

[g] Only the strategies for which there are ranks listed were included in the computations. Two many questionnaire differences made use of the remaining strategies untenable.

APPENDIX K

SUPPORTING DATA TABLES FOR CHAPTER VIII

Table 8-1

Percentage of Californians reporting differing time periods for their last library use

THE TIME PERIODS	PERCENTAGE OF CALIFORNIANS WHO COULD RECALL THEIR LAST LIBRARY USE (n=844)
this week	14.7
within the month	35.9
2-3 months	12.8
4-8 months	8.5
9-12 months	8.8
2-3 years	5.9
4-5 years	5.0
6-7 years	1.5
8-9 years	1.9
10+ years	5.9
MEAN RECENCY OF LAST VISIT	88.7 weeks ago or 1.7 years[a]

[a]The recency variable was a count of the number of weeks ago of the most recent visit. Measurement is described as variable set 11-2 in Chapter II and Appendix D. In some tables, the measure will be labelled as "number of weeks since last library use" so that interpretation of the direction of relationships will have a direct connection with the variable label.

Table 8-2

Percentage of Californians reporting differing reasons for their last library use.

THE REASONS	PERCENTAGE OF CALIFORNIANS WHO COULD RECALL THEIR LAST LIBRARY USE (n=844)[a]
Went to library to get/reserve/use materials	
fiction reading	2.4
non-fiction reading, reference books (not newspapers, magazines)	17.5
newspapers	1.3
magazines	5.1
books (unspecified as to fiction/non-fiction)	37.3
use card catalog	1.7
browse, look around	1.8
get unspecified materials	23.0
records	0.7
tapes, cassettes	0.1
video tapes	0.4
films	0.2
Went to library to complete a project	
study, use library as study hall, unspecified study purpose	6.5
school project (term paper, book report, thesis, etc.)	14.9
work, employment project	5.9
home project (home, hobbies, interests)	8.1
leisure/pleasure reading	1.4
unspecified context of use	56.2
Went to library to use other services	
copy machines	2.0
attend meetings/obtain meeting room	0.7
typewriters	0.8
see exhibit, see building as exhibit	0.6
read daily schedule	0.1
get tax forms	2.5
Went to library to do library business	
return materials	5.8
negotiate a fine	0.1
get library card	1.1
pay a fine	0.4

(continued)

Table 8-2 (continued)

Went to library for other purposes	
meet people, socialize	1.7
pass time, something to do	0.7
rest, relax	0.6
accompany, help someone else	8.1
donate books, materials	0.7
worked there as employee	1.5
chance intersection, saw building	0.2
school/college tour of library	0.9
other	0.1

[a] Percentages add to more than 100.0 because respondents were coded into an average of 2.13 categories.

Table 8-3

Percentage of Californians coded into each of the major reasons for library use categories describing their most recent library contact

THE REASON CATEGORIES	PERCENTAGE OF CALIFORNIANS WHO COULD RECALL THEIR LAST LIBRARY (n=844)
Context of use	
school	20.0
work	5.9
home, leisure	9.5
unspecified but a specific context implied	56.5
Materials/services used	
non-fiction books	17.5
fiction books	3.6
newspapers, magazines	6.2
films, records, tapes	1.3
materials mentioned, but unspecified	64.5
other library services	6.6
Other purposes	
pay fines, get cards	1.5
accompany someone	7.9
socialize	1.7
rest, pass time	1.3
other	3.3

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[a] These categories are collapsed versions of the more detailed categories presented in Table 8-2. For a description of the procedures used for collapsing see Appendix D, variable set 11-5.

Table 8-4

A comparison of the nature of the most recent library use across different recency of use categories.

	PERCENTAGE OF CALIFORNIANS IN EACH RECENCY CATEGORY REPORTING THE DIFFERENT REASONS FOR THEIR MOST RECENT LIBRARY USE							
THE REASONS	Less than one week	One week	2-3 weeks	Within 2 months	Within 6 months	Within 2 years	2+ years	p
Context of use								
school	29.0^{c}	22.4^{bc}	12.7^{ab}	20.6^{bc}	16.1^{ab}	9.6^{a}	28.1^{c}	***
work	3.2	7.5	5.1	5.7	7.1	5.3	7.8	—
home, leisure	4.8	12.2	11.9	11.4	12.5	7.0	7.0	—
unspecified project	47.6^{a}	52.3^{a}	61.0^{ab}	55.3^{a}	58.0^{ab}	70.2^{b}	50.0^{a}	**
Materials/services used								
non-fiction books	13.7	15.9	22.0	22.0	16.1	17.5	14.8	—
fiction books	4.8	3.7	2.5	1.4	5.4	5.3	2.3	—
newspapers, magazines	8.1	9.4	6.8	5.7	6.2	3.5	3.9	—
films, records, tapes	0.8	0.9	0.0	3.6	1.8	0.9	0.8	—
unspecified books, materials	62.1	69.2	65.2	63.1	62.5	64.0	65.6	—
other library services	5.6	4.7	6.8	7.8	10.7	5.3	5.5	—
Other purposes								
pay fines, get cards	1.6	0.9	0.8	2.1	1.8	2.6	0.8	—
accompany someone	4.0^{a}	6.5^{ab}	12.7^{b}	2.1^{a}	12.5^{b}	12.3^{b}	7.0^{ab}	**
socialize	1.6	3.7	0.0	2.1	0.0	1.8	2.3	—
rest, pass time	0.8	0.9	0.8	2.1	0.0	2.6	1.6	—
other	7.3	0.9	2.5	4.3	1.8	2.6	3.1	—

[abcd] The statistical tests read horizontally across the rows. Means with unlike superscripts are significantly different from each other at $p<.05$. Overall significance test probabilities are $p^{*}<.05$ $^{**}p<.01$ $^{***}p<.001$ The means above are derived from dummy variables with values 0-1. The decimal points on the means have been moved two places to the right to permit interpretation of the means as percentages.

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Table 8-5

Percentage of Californians reporting differing helps obtained from their last library use.

THE HELPS	PERCENTAGE OF CALIFORNIANS WHO COULD RECALL THEIR LAST LIBRARY USE (n=844)[a]
Citing any help	80.3
Got ideas, pictures, information resources	
got materials/services sought	16.2
got ideas, answers, understandings of situations, objects, events	32.1
got ideas, answers, understandings of other (individuals and collectivities)	0.7
got awareness of current events	0.5
gave access to many resources	2.0
gave window to world, new horizons	0.5
got serendipitous materials	0.5
learned how libraries work, how to find information	1.2
Able to plan/accomplish things	
able to plan what to do, when or how to do it	6.4
got better at doing something	1.5
accomplished something, reached a goal	16.0
saved money/time	2.0
Able to get started/keep going	
got motivated	0.5
kept going when it was hard to go on	0.1
felt reassured, hopeful, gained new outlook	0.5
felt good about self	0.4
Able to get out of/avoid bad situations	
got out of a bad situation	0.2
avoided a bad situation	0.1
Able to calm down/rest	
calmed down, eased worries	2.4
took mind off things, escaped	0.1
got refuge from the world	0.5
got peaceful, quiet, uncrowded environment	2.6
Able to connect with others	
made contact with others	0.9
got means of connecting to others (addresses, materials and experience to share)	3.4
Able to get pleasure	
got happiness/pleasure	8.2
got the joy of reading	1.1

a Percentages add to more than 100.0 because on the average respondents were coded into 1.02 helps each.

Table 8-6

Percentages of Californians reporting differing major categories of helps obtained from their last library use.

THE MAJOR HELP CATEGORIES[a]	PERCENTAGE OF CALIFORNIANS WHO COULD RECALL THEIR LAST LIBRARY USE (n=844)
got materials, information	49.5
able to plan what to do, when, or how	8.2
reached goal	17.7
got started, confirmed, motivated	1.3
got refuse, peace, calm	4.9
got connected to others	4.4
got happiness, pleasure	8.5

[a] These categories were derived by collapsing the specific categories listed in Table 8-5. See Appendix D, variable set 11-6 for details.

Table 8-7

A comparison of the helps obtained from the most recent library use across different recency of use categories.

PERCENTAGE OF CALIFORNIANS IN EACH RECENCY CATEGORY REPORTING THE DIFFERENT HELPS FROM THEIR MOST RECENT LIBRARY USE (N=844)

THE HELPS	Less than one week	One week	2-3 weeks	Within 2 months	Within 6 months	Within 2 years	2+ years	p
got materials, information	47.6	55.1	55.1	48.9	51.8	44.7	44.5	—
able to plan what to do, when, or how	4.0	7.5	13.6	5.0	10.7	7.9	9.4	—
reachedgoal	26.6^{b}	21.5^{ab}	11.9^{a}	17.7^{ab}	13.4^{a}	12.3^{a}	19.5^{ab}	*
got started, confirmed, motivated	0.0	0.9	0.8	1.4	2.7	0.0	3.1	—
got refuge, peace, calm	5.6	7.5	0.8	6.4	7.1	1.8	4.7	—
got connected to others	6.4	4.7	4.2	4.3	4.5	4.4	2.3	—
got happiness, pleasure	10.5	9.4	4.2	7.8	10.7	7.9	9.4	—

[abcd] The statistical tests read horizontally across the rows. Means with unlike superscripts are significantly different from each other at $p<05$. Overall significance test probabilities are $^{*}p<05$ $^{**}p<01$ $^{***}p<001$. The means above are derived from dummy variables with values 0-1. The decimal points on the means have been moved two places to the right to permit interpretation of the means as percentages.

Table 8-8

Percentage of Californians reporting differing hindrances resulting from their last library use.

THE HURTS[b]	PERCENTAGE OF CALIFORNIANS WHO COULD RECALL THEIR LAST LIBRARY USE (n=844)[a]
Cited any hindrance	6.5
Did not get ideas, pictures, information resources	
did not get materials/services sought	3.7
did not get ideas, answers, understandings of situations, objects, events	1.2
got too few resources	0.1
service was slow/inefficient	0.4
service was badly organized	0.2
library was closed	0.4
Was not able to plan, accomplish things	
did not accomplish something, reach goal	0.2
lost money, had to spend money, lost time	1.2
Was not able to get out of/avoid bad situations	
did not get out of a bad situation	0.1
did not avoid a bad situation	0.2
Was not able to calm down, rest	
environment was noisy, unpeaceful, crowded	0.5
Did not get pleasure	
did not get happiness/pleasure	0.2
find no joy in reading	0.1
other	0.2

[a] Percentages add to less than 100.0 because on the average respondents were coded into 0.09 hurts each.

[b] Hindrances from library use are identified as variable set 11-6 in Appendix. These specific categories were collapsed into two general hindrance measures -- did not get materials, information; and other. Percentage naming the first hindrance in total was 4.7%; the latter 2.3%. Appendix D gives details of the collapsing.

Table 8-9

A comparison of the hurts resulting from the most recent library use across different recency of use categories.

	PERCENTAGE OF CALIFORNIANS IN EACH RECENCY CATEGORY REPORTING THE DIFFERENT HURTS FROM THEIR MOST RECENT LIBRARY USE (N=844)							
THE HURTS	Less than one week	One week	2-3 weeks	Within 2 months	Within 6 months	Within 2 years	2+ years	p
Did not get materials/ information	9.7^{d}	0.9^{a}	3.4^{abc}	8.5^{cd}	2.7^{ab}	7.0^{bcd}	0.0^{a}	***
Other hindrance	4.0	1.9	0.8	2.8	0.9	3.5	1.6	—

^{abcd} The statistical tests read horizontally across the rows. Means with unlike superscripts are significantly different from each other at $p < .05$. Overall significance test probabilities are $^{*}p < .05$ $^{**}p < .01$ $^{***}p < .001$. The means above are derived from dummy variables with values 0-1. The decimal points on the means have been moved two places to the right to permit interpretation of the means as percentages.

Table 8-10

Correlations using demography as predictors of the measures describing Californians most recent library use.

THE DEMOGRAPHIC MEASURES

1= # children in household (n=838)
2= # people in household (n=832)
3= # years education (n=838)
4= age (n=831)
5= community size (n=750)
6= Hispanic (n=844)[b]
7= Black (n=844)[b]
8= Asian (n=844)[b]
9= American Indian (n=844)[b]
10= Anglo-White (n=844)[b]
11= income (n=670)
12= sex (n=834)[c]

CORRELATIONS BETWEEN THE DEMOGRAPHIC MEASURES AND THE NATURE OF USE MEASURES [a]

THE NATURE OF USE MEASURES	1	2	3	4	5	6	7	8	9	10	11	12
Recency of use												
recall last use	.11	.11	.11	-.20			.06				.15	
# of weeks since last use	-.13	-.11		.19								.09
Reason for last use												
Context of use												
school		.17	-.11	-.31		.07				-.13		.09
work			.18									
home/leisure				.11								
unspecified project				.14							-.08	
Materials, services used												
non-fiction books												.07
fiction books												
newspapers/magazines				.07	.07							
films/records/tapes												
unspecified books/materials												
other library services		-.07		.07		-.08				.09		
Other purposes												
pay fines/get cards		-.07										
accompany someone	.16	.10								.10		-.11
socialize			-.08				.07		.07	-.09		
rest/pass time												
other												
Helped/hindered by last use												
helped	-.10		.12						-.08		.09	
hindered	.07			-.08								
Nature of help												
got materials/information			09									.08
able to plan what to do, when or how			07									
reached goal				-.17								
got started/confirmed/ motivated							.09					
got refuge/peace/calm												
got connected to others				.08	-.08							-.07
got happiness/pleasure		-.07		.13						.11		-.08
Nature of hurt												
didn't get materials/ information							.07					
other hindrance	.10			-.08	-.09	.10					-.08	

[a] Correlation of .07 significant at $p<.05$, .10 at $p<.01$ and .12 at $p<.001$. Only significant correlations entered in the table.

[b] Coded 0-1 with 1 indicating membership in the designated group. See Chapter II for details.

[c] Coded 0=female and 1=male.

Table 8-11a

Summary portrait of the nature of last library use reported by different demographic sub-groups of Californians

DEMOGRAPHIC MEASURE	This demographic sub-group was significiantly more or less likely to report this
# children in household	**If more children in household,** Recency of use > recall last use < weeks since last use Reason for last use > accompany someone Helped/hindered by last use > hindered < helped Nature of hurt > other hindrance
# people in household	**If larger household,** Recency of use > recall last use < weeks since last use Reason for last use > school > accompany someone < other library services < pay fines/get cards Nature of help < got happiness/pleasure

(continued)

Table 8-11 (continued)

# years education	**If more years education,** Recency of use > recall last use Reason for last use > work < school < socialize Helped/hindered by last use > helped Nature of help > got materials/information > able to plan what to do, when or how
age	**If older,** Recency of use > weeks since last use < recall last use Reason for last use > home/leisure > unspecified project > newspapers/magazines > other library services < school Helped/hindered by last use < hindered Nature of help > got connected to others > got happiness/pleasure < reached goal

(continued)

Table 8-11 (continued)

	Nature of hurt < other hindrance
community size	**If larger community,** Reason for last use > newspapers/magazines Nature of help < got connected to others Nature of hurt < other hindrance
Hispanic	**If Hispanic,** Reason for last use > school < other library services Nature of hurt > other hindrance
Black	**If Black,** Recency of last use > recall last use Reason for last use > socialize Nature of help > got started/confirmed/motivated Nature of hurt > didn´t get materials/information

(continued)

Table 8-11 (continued)

American Indian	**If American Indian,** Reason for last use > socialize Helped/hindered by last use < helped
Anglo-White	**If Anglo-White,** Reason for last use > other library services > accompany someone < school < socialize Nature of help > got happiness/pleasure
income	**If income larger,** Recency of use > recall last use Reason for last use < unspecified project Helped/hindered by last use > helped Nature of hurt < other hindrance

(continued)

Table 8-11 (continued)

sex	If male, Recency of use > weeks since last use Reason for last use > school > non-fiction books Nature of help > got materials/information If female, Reason for last use > accompany someone Nature of help > got connected to others > got happiness/pleasure

[a] This table summarizes Table 8-10.

Table 8-12

Correlations showing how teenaged Californians aged 12-17 years differed from the general population in their reports of their most recent library use.

THE MEASURES	Correlations[a]
Recency of use	
recall last use	.09
weeks since last library use	-.12
Reason for last use	
Context	
school	.12
work	-.09
home/leisure	-.08
unspecified	
Materials, services used	
non-fiction books	
fiction books	
newspapers/magazines	
films/records/tapes	
unspecified books/materials	
other library services	-.09
Other purposes	
pay fines/get cards	
accompany someone	-.08
socialize	-.09
rest/pass time	
other	
Helped/hindered by last use	
helped	-.09
hindered	
Nature of help	
got materials/information	
able to plan what to do, when, or how	
reached goal	
got started/confirmed/motivated	
got refuse/peace/calm	
got connected to others	
got happiness/pleasure	
Nature of hurt	
didn't get materials/information	
other hindrance	

(continued)

Table 8-12 (continued)

---

[a] Pearson product moment correlations were run between the teenager variable and the set of most recent use measures. The n for these correlations was 844, the number of respondents who recalled their last library use. The teenager variable consists of a measure coded 1 if the respondent was age 12-17 and 0 if older. There were 124 teenaged respondents in all, 112 of them involved in this analysis. Correlations of correlations are entered in the table.

Table 8-13[a]

Summary portrait of the ways in which teenaged Californians reports of their last library use differed from reports of other Californians.

MOST RECENT LIBRARY USE MEASURED	TEENAGED CALIFORNIANS WERE SIGNIFICANTLY MORE OR LESS LIKELY TO MAKE THESE REPORTS
Recency of use	> recall last use < weeks since last use
Reason for last use	
Context	> school < work < home/leisure
Materials, services used	< other library services
Other purposes	< accompany someone < socialize
Helped/hindered by last use	< helped

---

[a] This table summarizes Table 8-12.

Table 8-14

Correlations using recency of library use as a predictor of Californian´s reports of gap situation sense-making[a]

THE SENSE-MAKING MEASURES	WEEKS SINCE LAST LIBRARY USE
Gap situations faced this month	
governmental concerns/issues	
learning something new	
job-related concerns	
recreation and leisure time	
caring for children	
neighborhood/community concerns	
housing concerns	
transportation	
shopping or buying things	
mananging money	
relationships with family/friends	
being in school	-.14
health matters	
discrimination or race relations	
legal matters	
safety or crime concerns	
concerns about current events/news	-.13
religious concerns	
other	
Importance of different questions	
How will things turn out?	
How are things related to each other?	
What´s going on in this situation?	
What caused or led up to this situation?	
What´s my role, how do I fit in?	
What are the ways things should be done, the rules, the laws?	
How can I get motivated?	
Can I avoid or get away from bad consequences?	
What are my options, what´s the best thing to do?	
If I do this what will happen?	
How, or when, or where can I do something?	
How can I get around all the red tape in the bureaucracy?	
What are my feelings, wants, motives, or reasons?	
Are there other ways I can think about this situation?	
Am I alone, is anyone listening or agreeing with me?	
What information is available for this situation?	
What sources, or services, or help are available?	
What are someone else´s motives, feelings, reasons, or wants?	
Nature of stops in gap situations	
decision	
problemmatic	
spin-out	
barrier	
following	

(continued)

Table 8-14 (continued)

Question answering difficulty & success	
difficulty of answering question	
difficulty compared to other people	.12
success in question answering	
helped by answer to question	
expect to get complete answer in future	
Strategies used to answer questions	
own thinking/experience	
media	
authorities/professionals	
family members	
co-workers	
friends/neighbors	
social service agencies	
business persons	
religious leaders	
people in government	
libraries	
schools/colleges	
other	
Helps expected	
understand the situation better	
understand others better	
plan what to do or when or how to do it	
get better at doing something	
accomplish something you wanted to	
get motivated	
keep going when it seemed hard to go on	
get out of a bad situation	
calm down, ease worries	
avoid a bad situation	
take your mind off things	
feel reassured or hopeful	
feel good about yourself	
make contact with others	
feel not alone	
get happiness or pleasure	
Barriers to getting complete answers	
situation complexity	.15
timing	
own emotions/motivation	
lack resources	
other/collectivity	
inadequate answer	

a Correlation of .12 significant at $p<.05$, .15 at $p<.01$ and .18 at $p<.001$. Only significant correlations entered in the table. The n varies from measure to measure, ranging from 844 to 328.

Report #2:
Context, Summary, Conclusions
Implications, Applications

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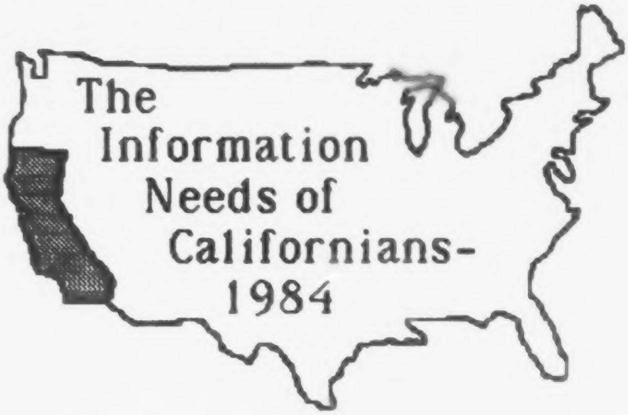

The Information Needs of Californians-1984

by

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For
CALIFORNIA STATE LIBRARY
Sacramento, California

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THE STUDY

THE SPECIFIC STUDY PURPOSE

The purpose of this study was to assess and describe the everyday information needs of the citizens of California. The study was commissioned by the California State Library in the context of three societal trends which impact the operation not only of libraries but of all information services and all other human services, public and private, that define information delivery as part of their mandate. These three trends involve:

- * the emergence of the "information society";
- * the move toward responsive systems to serve people;
- * the increased pressure for system redesign and invention.[1]

In this report, the term "system" refers to any formally organized institutional service whose purpose is, at least in part, to meet information needs.

THE INFORMATION SOCIETY

The first of these societal trends is the emergence of what now is commonly described as the "information society."

> While there are disagreements about what the term means, there is little disagreement that the ability to access information stands more and more between people and their ability to operate effectively personally and publicly and to have access to society's resources. For those who lack access to start with, the information society heralds a second set of barriers -- information barriers. There is growing evidence that when it comes to information resources, the rich get richer while the poor get poorer. Further, the exponential speed with which technology changes the form of information access exacerbates this condition. Ironically while technology provides the flexibility that should allow system responsiveness, evidence shows trends in the opposite direction.

THE MOVE TOWARD RESPONSIVE INFORMATION SYSTEMS

The second of these societal trends is not as obvious as the first but nevertheless the literature shows clear evidence. The trend is for systems to be more concerned with how well they serve their intended clientele.

> This concern extends not just to the service definition of a given system (e.g. one public library) but to a concern across systems (e.g. libraries, media, social service agencies). Questions such as these are more frequently asked: Are people's information needs being met? Are our services redundant? Do people get caught between us?
>
> This change is illustrated well by the change in the field of librarianship of its means for assessing effectiveness. In the past, authoritarian judgements as represented by professional standards were used to evaluate library systems. Today, more concern is focused on whether and how locally determined needs have been satisified. Other delivery systems have gone through the same evolution -- some faster (e.g. social work systems) and some slower (e.g. medical and journalistic systems).

---

[1] No specific citations will be made to references in this report. Readers should refer to the citations and references listed in Report #1.

There are many explanations for the origins of this trend to a concern for responsiveness. Five different arguments in the lierature trace the trend to:

- * Increased professional "burn-out" with evidence showing some of the most effective professionals in systems burning-out in attempts to make rigid systems responsive to individual needs.
- * Increased public awareness and calls for accountability.
- * Reduced availability of resources mandating a need for greater effectiveness per resource expenditure.
- * Increased evidence that many information systems, even those designed for the highly educated, are underused.
- * Changes in research approaches allowing citizens more freedom in how they evaluate information systems and, thus, allowing evidence to emerge of the extent to which citizens evaluate both public and private systems as not serving them well.

THE INCREASED PRESSURE FOR SYSTEM REDESIGN AND INVENTION

Putting the two trends together, the context becomes one of a call for changes in information service approaches in the midst of a society whose entire information milieu is itself rapidly changing. In this context, increasingly people who run information systems call for research to give them an informed basis for system redesign and invention.

In some cases, the call is for evidence to assist simple changes -- the addition of new programs, the deletion of old ones. In other cases, the call is more comprehensive, for evidence that would assist more fundamental changes in the way information systems are organized so that responsiveness is inherent rather than merely a product of ad hoc efforts of individual people or ad hoc impacts of individual programs.

At both the simpler as well as the more fundamental levels, it is clear that the idea of system responsiveness is so new, historically speaking, that there is little backlog in experience and little recognition of the means for achieving it.

In all cases, the call for changes toward responsiveness are carried in the context of exploding new technologies which theoretically allow immense avenues for system responsive. Yet, when these new technologies are applied they are done so primarily in terms of old, non-responsive system designs, the ones for which experience exists.

The call for an informed basis for system redesign and invention, thus, is impelled by the speed with which technology applications are being constrained by old designs in the very midst of an increased desire for new ones.

THE LARGER STUDY PURPOSE

The larger intent of this study, then, was to increase the informational base for exploring information system redesign and invention focused on serving the everyday information needs of Californians. Report #1 resulting from this study presents detailed descriptions of all methods and results. The intent of report #2 is to set the study in a larger context and present the important findings organized in terms of how they support 10 major conclusions and related implications and applications.

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THE RESEARCH APPROACH

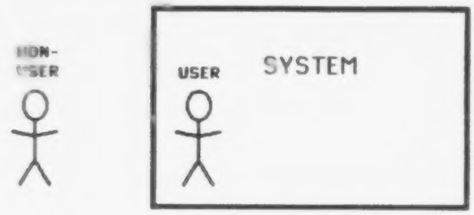
The research approach selected is called the "Sense-Making" approach. It is the same approach used in the 1979 study of Californians' information needs conducted for the California State Library. It is, however, much more extensively applied in this study.

HOW SENSE-MAKING DIFFERS FROM OTHER APPROACHES

It is an approach to assessing the information needs of the intended clientele of information systems which looks at individuals in the context of their own lives independent of those systems. By examining information needs outside of system contexts, the approach draws implications for service. The approach contrasts with more traditional "user" and "non-user" studies which look at people only in system terms. These traditional approaches ask people such questions as "Why did you (or didn't you) use the library or information system?" or "How satisfied were you with service?" or "Would you like the system to increase its hours?" In contrast, the Sense-Making approach asks: "What kinds of situations were you in which required your attention?" and "What kinds of questions did you have in these situations?" and "What kind of help did you hope to get from answers to your questions?"

Graphs #1 and #2 show the difference visually. A system-oriented approach looks at users and non-users as reflections in system mirrors. This is illustrated in Graph #1 where a given system (e.g. a library) looks at its users and non-users only in terms of relationships to the system. In contrast, a Sense-Making approach looks at people as moving through the time-space of their lives and meeting situations which require that they make new sense. In response to these situations (called gaps in Sense-Making language), people frequently (but not always) reach out to get input from others. This reaching out is seen as a detour off the individual's time line. This focus is illustrated in Graph #2 showing a user and non-user meeting a gap and detouring -- the user to the information agency (labelled system) which is studying its users and non-users; the non-users to someone outside the agency (in this case, a friend).

1



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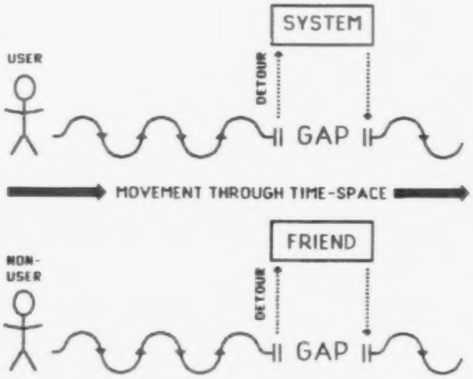
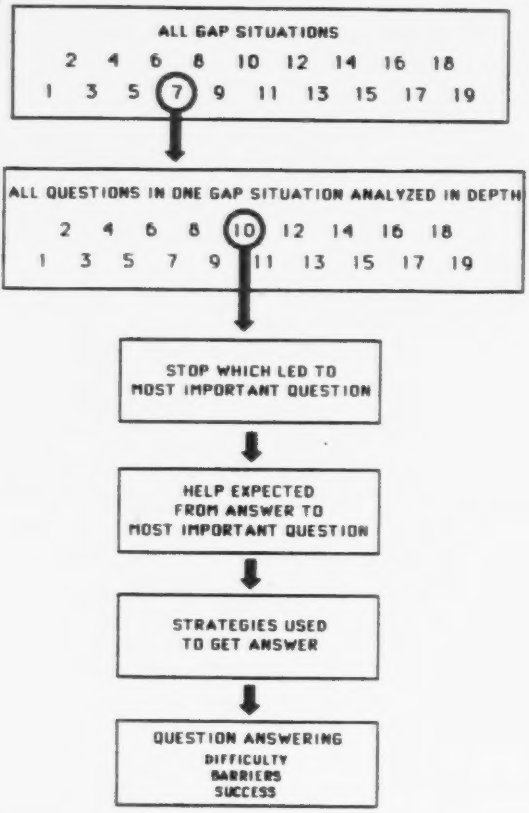


APPLYING SENSE-MAKING IN THIS STUDY

The Sense-Making approach to studying information needs has been developed over the past 12 years and applied in a wide range of practical settings. The typical study asks members of a focus population to describe in detail one of more situations which required attention. The individual is asked to describe: * the nature of the situation and how it required a stop for making new sense * the questions which came up in the situation — the things he/she needed to find out or come to understand * the helps expected from answers to questions * the strategies or ways in which the person tried to get answers to the questions * the difficulty and barriers faced when trying to get answers to questions and the success of these efforts.

3


ALL GAP SITUATIONS
2 4 6 8 10 12 14 16 18
1 3 5 7 9 11 13 15 17 19
ALL QUESTIONS IN ONE GAP SITUATION ANALYZED IN DEPTH
2 4 6 8 10 12 14 16 18
1 3 5 7 9 11 13 15 17 19
STOP WHICH LED TO MOST IMPORTANT QUESTION
HELP EXPECTED FROM ANSWER TO MOST IMPORTANT QUESTION
STRATEGIES USED TO GET ANSWER
QUESTION ANSWERING
DIFFICULTY
BARRIERS
SUCCESS

In a typical Sense-Making study, respondents are asked to describe each event that happened in a gap situation along the dimensions described above. The typical interview takes 1-2 hours. The maximum time available for this study was 30 minutes so a modified approach was used. Respondents were asked to indicate * what gap situations they faced in the past month * what questions they had in one gap situation * how they saw themselves stopped when they asked their one most important question in that situation * what helps they expected from answers to their one most important question * what strategies they used to get answers to that question * their assessments of the difficulty, barriers faced, and success they had in answering this one question. Graph #3 models the use of Sense-Making in this study. Respondents were also asked to describe their last use of a public library in terms of what it involved, when it occurred, how it helped or hindered them.

SPECIFIC RESEARCH PURPOSES

The specific research purposes were to:

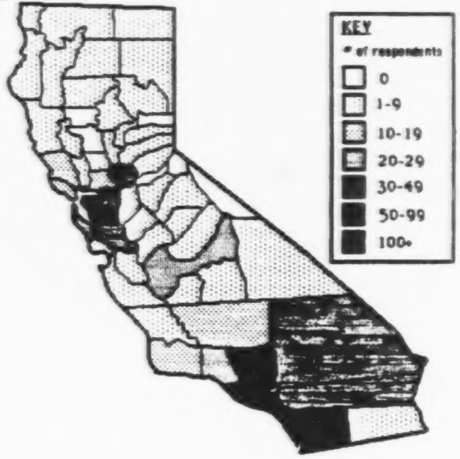
1. Describe the sense-making of California citizens when faced with everyday gap situations and the information needs in these situations
2. Do an analysis of the predictive power of different kinds of measures in predicting different aspects of citizen sense-making
3. Look at the relationship between library use patterns and citizen sense-making
4. Draw out implications for system redesign and invention.

THE METHODS

THE SAMPLE

In all, 1040 Californians 12 years of age or older were interviewed. Graph #4 shows the distribution of the sample by county across the state. These interviews were obtained using a random proportionate sample stratified by county of all households with telephones. Selection of respondents was completed using a method in which the selected respondent was the eligible member of the household whose birthday was next. Phone #s were selected using random digit dialing. Completion rates were comparable to those obtained in other general population surveys.

4



The demographic characteristics of the sample were compared with census data. Results showed that the sample represented sex, age, and county population sub-groups roughly in proportion to population sizes. The sample over-represented by about 14% those with one or more years of college and under-represented those with no college. The sample represented Asians, Blacks, and American Indians roughly in population proportion. It under-represented by about 9% Hispanics and over-represented Anglo-Whites by 13%. Similarly, it under-represented the lowest income population (those with under $10,000 household incomes) by 17%.

In no case was a population sub-group so badly under-represented that legitimate comparisons could not be made between it and others. In addition, the nature of the deviations from the population in this study were typical of surveys nationwide. It is well-known how difficult and costly it is to obtain interviews with lower-income, less-educated respondents, particularly those whose cultural milieu does not include practice with phone surveys.

THE QUESTIONNAIRE

The questionnaire first asked California citizens to indicate which of a series of 18 gap situations they faced in the past month. The situations listed included a roster of everyday situations (job, housing, and so on) developed in prior work. A random procedure was then used to select one situation for in-depth analysis. The procedure specifically elicited descriptions of four pre-selected situations for randomly selected respondents who had faced them. These four situations were judged as being of special interest to California information systems because of societal trends showing: * the need for resources for life-long learning in a rapidly changing society * the greater access to recreation and leisure by those working fewer hours and living healthfully past retirement * the need for information access in information-oriented workplaces; * the need for better communication between governmental institutions and citizenry.

For respondents who did not describe one of these four conditions, a description was elicited of the situation faced which they saw as most important. Results of this procedure yielded 997 respondents with situations selected for in-depth analysis: 76 with situations involving governmental concerns and issues; 279 with learning something new situations; 147 with job-related concerns; 211 with recreation and leisure time situations; and 248 with situations judged as most important.

After a specific situation was selected for in-depth analysis, respondents were asked for the situation:

- Which of a series of 18 different generic questions they had;
- Which question they saw as most important;
- Which of a series of 5 different generic ways of being stopped in situations they saw as leading them to ask this question;
- Which a series of 16 different helps they hoped to get from a answer to their quesion;
- Their assessments of question answering difficulty, barriers, and success;
- Which of a series of 12 different strategies they used in attempts to get answers to this question.

The specific lists of questions, helps, stops, and barriers were drawn from prior Sense-Making work and are reported in graphs in the suceeding pages of this report.

In the final questionnaire section, respondents were asked when they last used a library, what the situation involved, and how the visit helped or hindered them. This section was an exploratory effort to apply Sense-Making research approaches to the study of library use. The results will be reported only minimally here because the data is to be used as the basis for an extensive study of how libraries help people. The questionnaire concluded with demography assessment.

QUESTIONNAIRE PRE-TESTING AND FIELDING

The questionnaire was pre-tested twice and fielded in April-May 1984 in phone interviews conducted by 42 professional interviewers. Interviews took an average of 25 minutes to complete. Each interviewer's work was validated and a comparison was made of the kinds of data obtained across individual interviewers. The results indicated that the biases introduced by deviant interviewing tactics were minimal and well within deviations expected by chance.

DATA CODING AND ANALYSIS

Verbal responses were coded using established procedures. All data was analyzed by computer. Results reported here come only from findings found significant via the use of statistics testing the significance of Pearson product moment correlations. Frequently, the statistical procedures involved looking at the correlation between two qualitative dimensions, constructed for measurement purposes as "dummy" variables. As an example, a variable was constructed indicating whether each respondent's in-depth gap situation was a governmental concern with codes of 0=no, 1=yes. Then a similar variable was constructed indicating whether each respondent sought a particular help with codes of 0=no, 1=yes. Then a correlation was computed between these two measures and tested for significance.

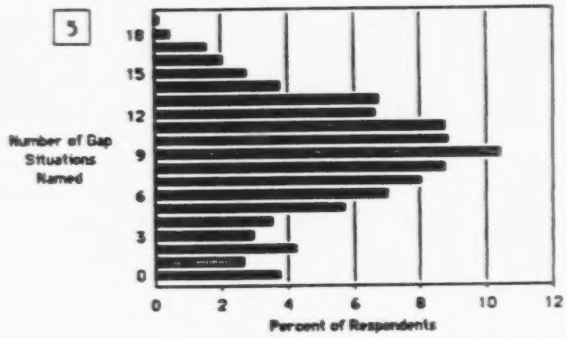
CONCLUSION #1

The information needs are many. A substantial number remain unmet. The results suggest a diverse set of potential bases for system redesign and invention. They suggest avenues for publicizing existing services.

FINDINGS

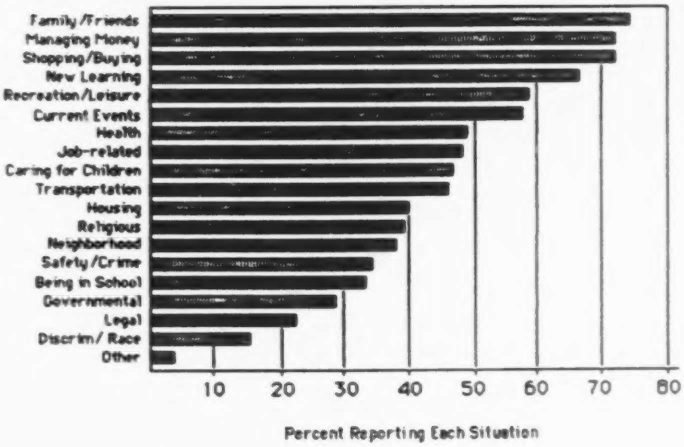
* On the average, the 1040 interviewed Californians reported facing 8.5 gap situations in the past month. Only 4% faced no gap situation. The range was from 0-19, as shown in Graph #5.

5



* Of the 18 different specific gap situations Californians were asked about, none was named by less than 10%. Graph #6 shows the percentage of Californians citing each of the different kinds of situations.

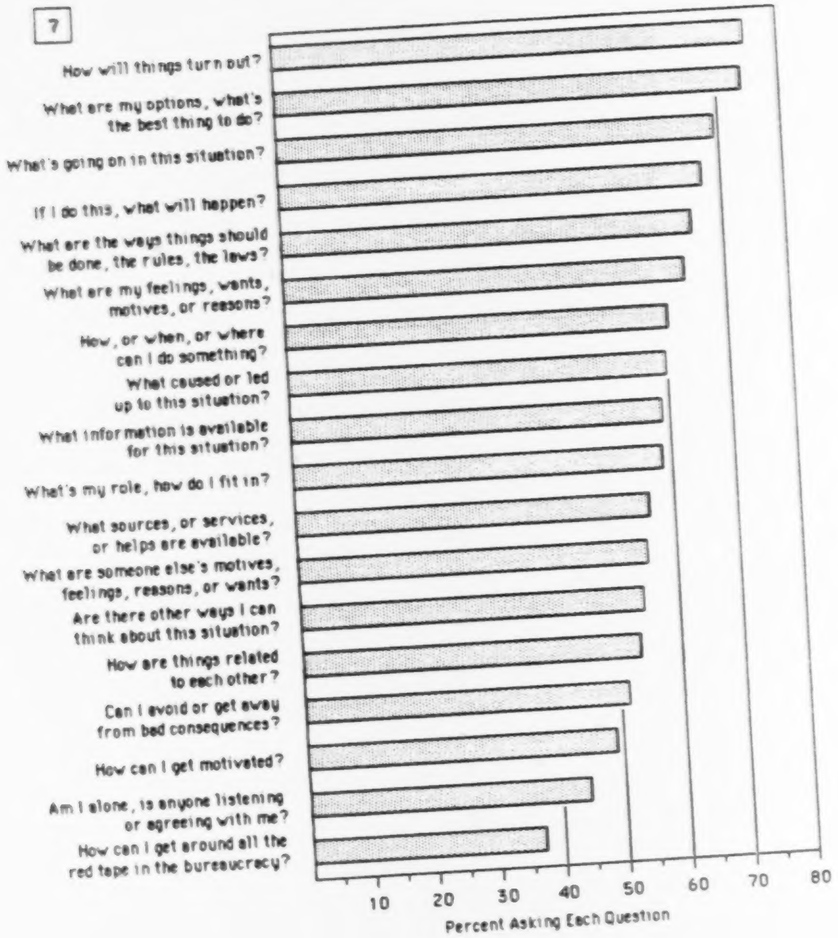
6



* Just as they said they faced lots of gap situations, Californians indicated they had lots of questions in these situations (an average of 10-11).

* Of the 18 different generic questions, the least named question still was mentioned by more than 35% of respondents. Some questions -- How will things turn out? What are my options, what's the best thing to do? -- were named by more than 70%. Graph #7 (on the next page) shows the percentage of respondents who indicated that they had each question in their gap situations.

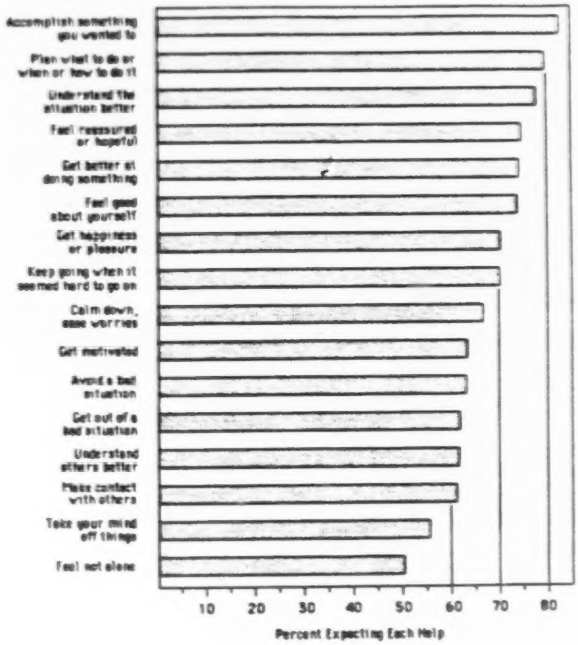
7


How will things turn out?
What are my options, what's the best thing to do?
What's going on in this situation?
If I do this, what will happen?
What are the ways things should be done, the rules, the laws?
What are my feelings, wants, motives, or reasons?
How, or when, or where can I do something?
What caused or led up to this situation?
What information is available for this situation?
What's my role, how do I fit in?
What sources, or services, or helps are available?
What are someone else's motives, feelings, reasons, or wants?
Are there other ways I can think about this situation?
How are things related to each other?
Can I avoid or get away from bad consequences?
How can I get motivated?
Am I alone, is anyone listening or agreeing with me?
How can I get around all the red tape in the bureaucracy?
10
20
30
40
50
60
70
80
Percent Asking Each Question

* Californians also indicated they hoped for a diverse set of helps from answers to their questions. Of the 16 generic helps listed, the average respondent indicated he/she sought 10-11. Each of the 16 helps was expected by 55% or more of the respondents; eight were expected by 70% or more. Graph #8 shows the percentage naming each help.

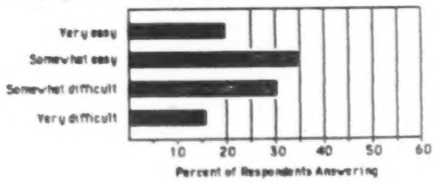
* Almost half of the respondents didn't get complete answers to their most important questions; almost half found them somewhat or very difficult to answer; almost half who got answers were helped only a little or not at all; about half of those who didn't get complete answers didn't have a definite expectation that they would in the future. Graphs #9 to #12 show these results.

8



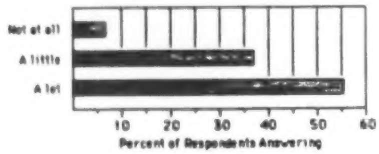
9

Difficulty of answering question



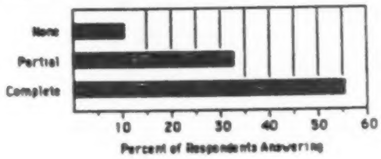
10

Helped by answer to question



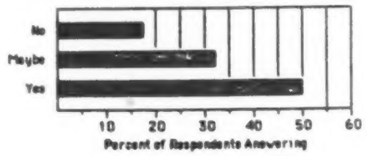
11

Success in question answering



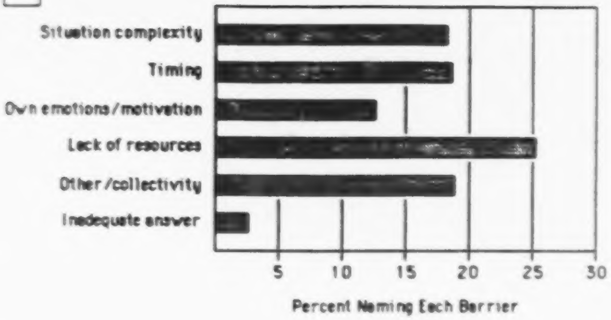
12

Expect to get complete answer in future



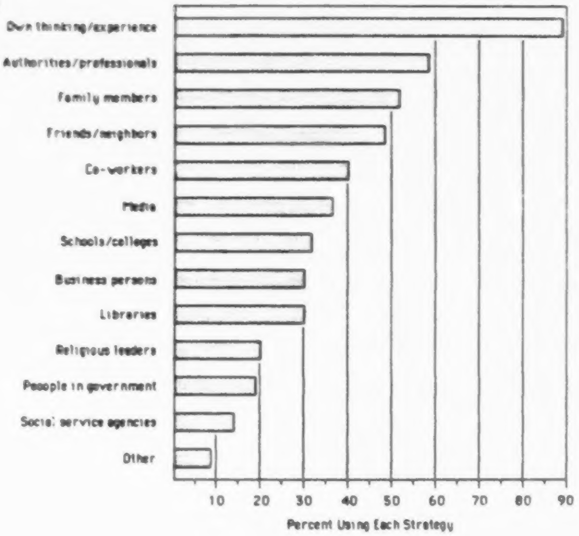
* Respondents were asked what barriers stood between them and getting answers to their questions. Six barriers emerged suggesting that people need help thinking about complex situations, dealing with their own emotions, finding answers at the time of need, locating resources, and dealing with others and bureaucracies. Graph #13 (on the next page) shows the percentage of respondents who didn't get complete answers to their questions who named each question-answering barrier.

13



* Respondents were asked which of 12 strategies they used in attempts to get answers to their most important questions. On the average, respondents reported using 4-5 different strategies. Most used strategy was "own thinking/experience" (reported by 89%). Excluding this strategy from the list, average strategy use was 3.9. Graph #14 shows the percentage of respondents who said they used each strategy.

14



IMPLICATIONS AND APPLICATIONS

The most telling characteristic of these findings is the sheer magnitude of the needs expressed on every dimension - situation naming, question asking, help seeking, strategy using. This is further supported by the fact that about half of the respondents reported unmet needs on succcessive measures.

The immensity and diversity of the needs points to two implications. One is the availability of myriad useful entry points or starting places for system redesign and invention. Every one of the qualitative dimensions of situations, gaps, helps, and barriers provides a locus for program design, publicity emphasis, collection development and so on. The second implication is the need for procedures and personnel, in the midst of all the diversity and immensity of needs, to assist people in learning how to use information systems to help themselves.

Specific short-term applications in a library setting might include:

- * Developing resource lists to assist citizens in sense-making for particular gap situations, or questions, helps, or barriers. One example would be to develop a reading list of fiction books which focus on a central character dealing with the need to get motivated.

- * Providing citizens with a guide to a wide variety of alternative information resources addressing a particular sense-making need. Here emphasis would be placed more on strategies for finding helpful material rather than specific materials per se.

- * Using interviews with citizens as one input to the development of these resource lists. Citizens might be asked, for example, what books or materials they found most helpful in answering a particular question or dealing with a particular situation.

- * Designing public attendance programs linked to particular gaps, questions, helps, barriers as a means of introducing people to ways in which they could more creatively and actively use libraries on their own terms to help themselves.

In terms of long-term applications, the results suggest a need for institutions mandated in whole or part as information agencies to assess individually and collectively how they might more effectively meet more needs. Of particular importance is the need for information and library systems to help citizens specifically with the barriers they see standing between them and answers to their questions. No information system now includes this as a priority focus.

CONCLUSION #2

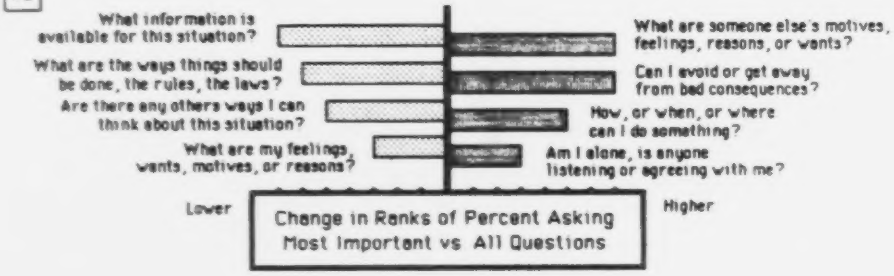
As library and information systems serve citizens, they need to put more emphasis on the human dimensions of information use.

FINDINGS

* Everyday encounters — situations involving relationships with family and friends, managing money, and shopping for things -- were most frequently named as ones requiring attention in the past month (see Graph #6 on page 7).

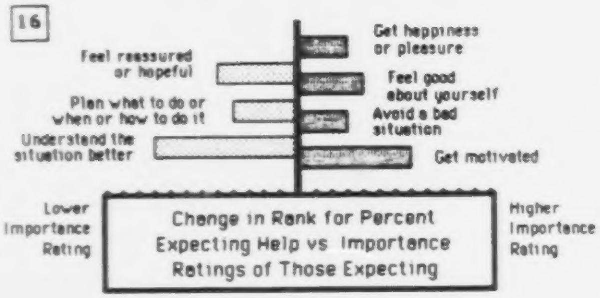
* The most frequently asked questions (see Graph #7 on page 8) involved dealing with current and future situations -- determining how things will turn out, learning of options and possible outcomes, figuring out what is going on. Questions about sources of information or services or help, identifying rules and laws, or learning ways to think about things were less often cited. When importance ratings of questions were compared with frequency of citation, this pattern became even more pronounced, as is shown in Graph #15. This graph shows, for example, that the question "What information is available for this situation?" moved down 7 ranks in the importance ratings compared to frequency ratings. Asked by 59% of citizens, it was ranked 9th in frequency ratings and moved to 16th in importance ratings.

15



* A comparison was made of the rankings of the 16 generic helps produced by frequency of citation (see Graph #8 on page 9) to the rankings produced by importance ratings. As shown in Graph #16, the help -- understand the situation better -- went down 9 ranks. Cited as a help expected by 78% of respondents, it ranked 3rd but it moved to 12th place in importance ratings. In contrast, the help -- get motivated -- went up from 10th place to 3rd.

16



IMPLICATIONS AND APPLICATIONS

Throughout the data there is evidence of the anchoring of information seeking and use in personal terms, in one's own situations, one's movement to the future. The observational aspects of information seeking and using (getting ideas, gaining understandings) seem preludes to the more important aspects -- the dealing with moving self through time-space. This is a reality -- well documented in other Sense-Making studies -- that information systems need to acknowledge.

These results suggest the formidable power of the personal dimension of information needs -- the connections of the need to life situations and life goals -- as potential entry points on which systems can capitalize. The implication is that there will be value in developing programs and services that help citizens see the relationship between the information system and these personal dimensions.

The results have clear relevance as well to the issue of access. Access means more than availability of information. It also means useability. This data suggests that emphasis on the human side of information use, on the connections between the information and a person's on-going life, is one vital key to increase information useability and, thus, utltimately information access.

In terms of practical options, the results suggest a de-emphasis in publicity and planning on information or materials transmission per se. They suggest the power of linking the familiar to the unfamiliar in helping people understand the value of information services and facilitating use of them.

Specific short-term applications in a library setting might include:

> * Finding ways to organize and develop collections of materials which have been judged by users as particularly useful for making connections to their own lives.
>
> * Allowing patrons, in reference interviews for example, to talk in their own terms about the helps they are seeking even if these do not seem "information" related. This process should allow the citizen to give a fuller picture of the total dimensions of his/her information need and, thus, allow the practitioner to more efficiently and effectively meet the need.

In terms of long-range system change, the results suggest the usefulness of finding ways to incorporate these more human categorizations into indexing and cataloguing systems, into collection organization and development, and into the routine interpersonal interactions between system representatives and citizens.

CONCLUSION #3

Society "haves" and "have-nots" differ signficantly in the situations they face, the sense-making they do. The results suggest that information and library systems must continue to place emphasis on equity issues -- both situational and psychological.

FINDINGS

* Throughout the findings, two primary patterns emerged regarding reports by different demographic sub-groups of the situations they faced, the questions they had in these situations, the helps they sought from answers, the strategies they used to get answers, and the barriers they faced doing so. One pattern reflected the situational conditions members of a particular sub-group are known to be more likely to face. The second pattern reflected the societal constraints and inequities any given sub-group is more likely to be bound within.

* In terms of the gap situations Californians reported facing in the past month, certain demographic sub-groups -- commonly labelled "haves" -- were more likely to report facing the kinds of situations which time, money, and opportunity make possible. As one example, more educated and higher income Californians were more likely to report situations involving recreation and leisure time, job-related concerns, governmental issues and concerns, concerns about current events/news, and learning something new. These results are shown in Graphs #17 to #21.

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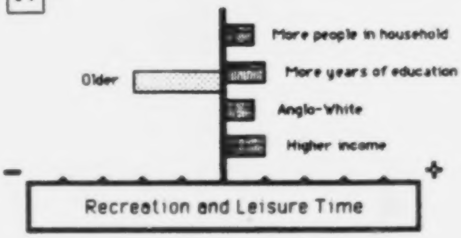

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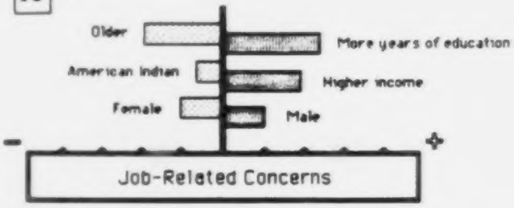

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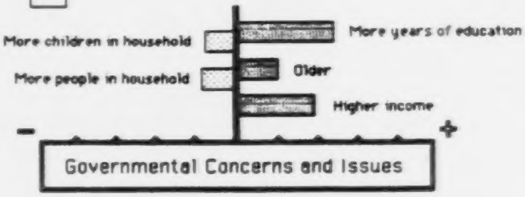

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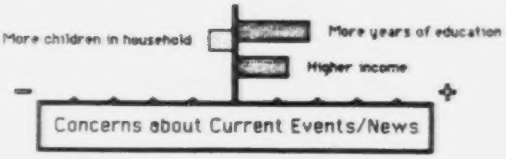

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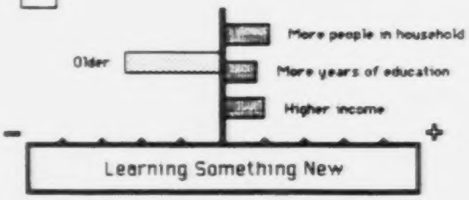

* Society's "haves" were also more likely to report facing more gap situations in the past month, as shown in Graph #22.

*In contrast, while society's "have-nots" reported fewer situations on the average, they were more likely to report different kinds of situations -- ones involving bedrock survival issues. As an example, results showed that non-whites were significantly more likely to report facing housing, transportation, crime and safety, and discrimination and race relations situations. These results are shown in Graphs #23 to #26.

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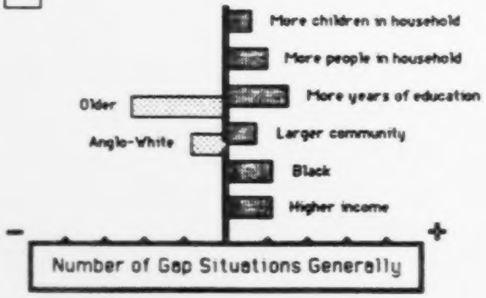

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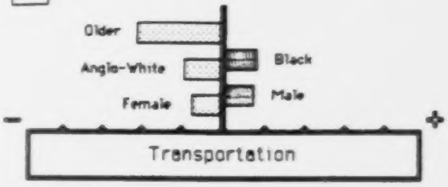

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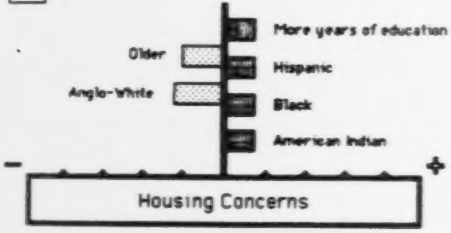

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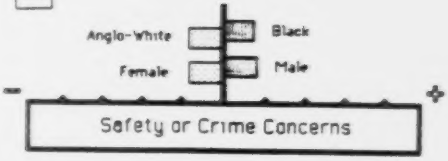

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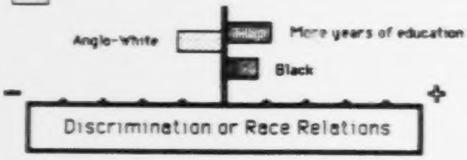
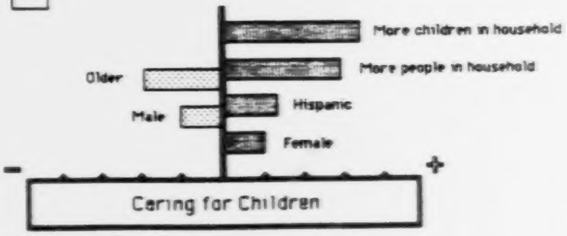


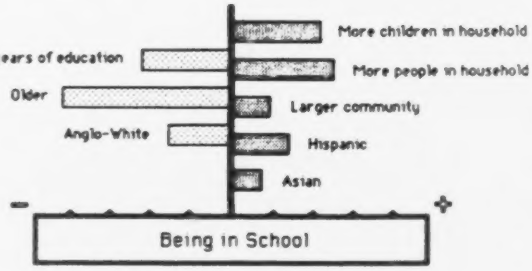
* Results also showed that people whose life contexts were more likely to present themselves with certain kinds of situations were more likely to report having faced these situations. So, for example, Californians in larger families were more likely to report situations involving school, caring for children, and relationships with family/friends. As a second example, males were more likely than females to report transportation and job concerns and less likely to report health and caring for children. These results

27*



are illustrated in Graphs #27 to #30.

28*



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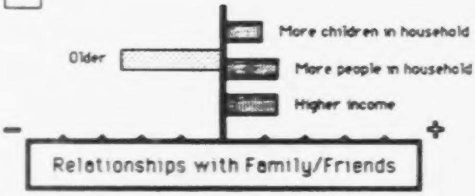

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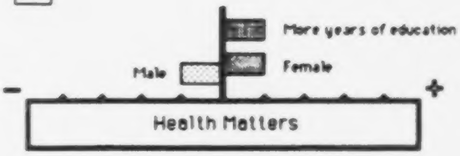

* In terms of the questions Californians asked in their gap situations, a major finding showed that society "haves" were more likely to ask more questions and to place more importance on questions indicating they were actively bridging a wide variety of external gap situations. They were less likely to ask questions focused on how to get motivated or avoid bad consequences. For purposes of brevity, this pattern is illustrated with the strongest of the demographic predictors -- education. Graph #31 shows the questions which more educated respondents were significantly more and less likely to ask.

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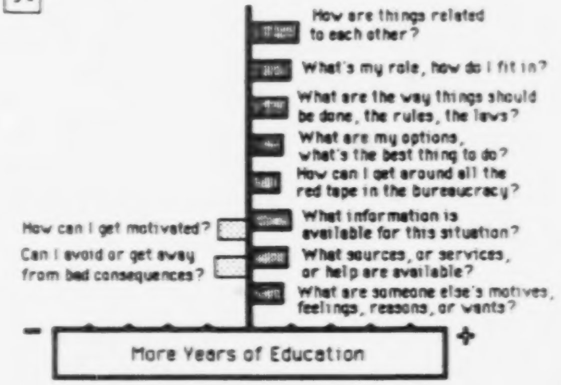
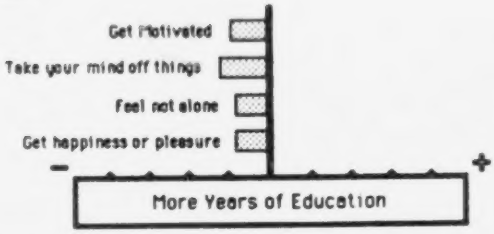


* In terms of the helps Californians hoped to get from answers to their questions, results reflected somewhat the same pattern. The more educated respondents placed less emphasis on seeking emotional helps -- get motivated, take your mind off things, feel not alone, get happiness or pleasure -- than less educated Californians. This finding is pictured in Graph #32 (on the next page) showing the significant negative correlations between education and different helps. The trend in this pattern was further supported by such results as Hispanic Californians' greater emphasis on understanding others and feeling good about self as helps from

answers to questions (see Graph #33) and Black Californians' greater emphasis on get motivated, take your mind off things, feel good about self (see Graph #34).

32*



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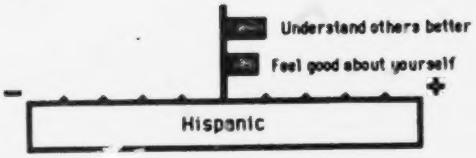

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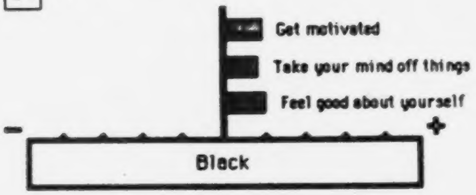
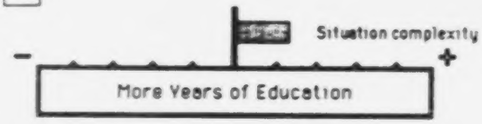


* In terms of getting answers to questions, it was the "haves" that were significantly more likely to see themselves as facing barriers and not having success. This is illustrated with Graphs #35 and #36. Graph #35 shows that more educated Californians were more likely to report that complex situations made their questions harder. Graph #36 shows that Anglo-White respondents, in comparison with all others, were more likely to report not getting answers to their questions.

35*



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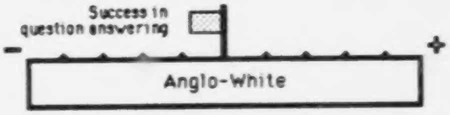

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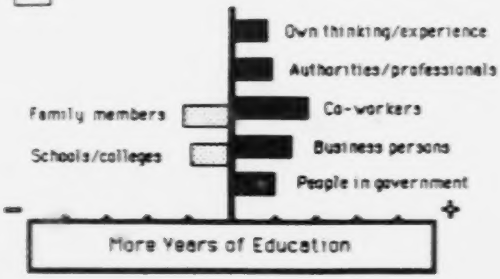

* In terms of strategies used to get answers, results showed society "haves" using more strategies and more likely to use strategies typically labelled as "expert". This is shown in Graph #37.

IMPLICATIONS AND APPLICATIONS

While at one level these findings look contradictory, they are supported by prior work focusing on information equity issues, particularly work done in the Sense-Making approach. On the one hand, results show the situational impacts of resource inequities and the slack that the availability of time, opportunity, and money gives. On the other, results show something more subtle -- the cognitive impact of situational experiences. Society "haves" were more likely to see themselves as facing more gap situations and to see the gap situations they faced as more complex and more difficult to deal with; they placed more emphasis on the "expertise" aspects of information seeking. In contrast, "have-nots" saw their needs as less complex and placed more emphasis on the human aspects of information seeking.

Many questions could be raised about these results. Are the situations of the "haves" more complex, requiring more expertise while the situations of the "have-nots" are less complex, requiring more human support. Or, do these differences result from rigidified ways of looking at the world for both "haves" and "have-nots" -- from habitualized self-effacing perceptions ingrained by experience for "have-nots"; and, from systematic underemphasis of the emotional ingrained for "haves"? Or, do the findings result from the impact of the interviewing situation with which "haves" are more familiar and more agile?

Prior research suggests that a combination of factors plays a role and a definitive answer is not needed to draw from these findings several important implications. The first is the fact of inequity and its persistance. The second is the need to help peoples -- both "haves" and "have-nots" break out of the information-seeking and using constraints they have acquired through experience and their place in society. The third is the need to acknowledge in program design that "haves" and "have-nots" have some systematic differences in how they go about making sense of their worlds.

Some specific short-term applications in a library setting might include:

* Finding ways to link accepted information-seeking entry points with those that are less accepted -- the expert with the human; the peer-kin net with the authority. This might be done, for example, by developing programs or resource lists which explicitly combine such unlikely resources as TV dramas and encyclopedia articles, or institutional experts with community networks.

* Continuing to place emphasis on such services as information crisis lines and information and referral designed to assist citizens with everyday needs.

* Conducting in-service training to assist librarians and other staff in understanding how their approaches differ from those of many of their clientele and to increase their appreciation of the viability of different approaches.

* Where possible, to assign personnel to service areas where their backgrounds are most homogeneous with those of users.

In terms of long-term applications, clearly these results (along with others in this report) apply to all manner of systems in society — education, social service, service industries -- in addition to those institutions -- such as libraries — mandated as information agencies. Results suggest a need for collaborative efforts aimed at assisting people, from their early years, to increase the information options available to them.

All of the comments above must be tempered, however, with an understanding that the demographic patterns reported above, while significant, did not in this study account for large amounts of variance. This issue is addressed in Conclusion #4.

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* EXPLANATION FOR GRAPHS #17 to #37: All graphs show where a particular demographic sub-group differed from all other sub-groups. Bars to the right and left indicate significant positive and negative correlations respectively of .10 (at first notch), .20 (at second notch); and .30 at third notch with gradations in between notches.

CONCLUSION #4

Information and library systems need to place less emphasis on demography as means for organizing their services and studying their clientele. They need to place more emphasis on sense-making patterns and more emphasis on designs that are responsive to sense-making.

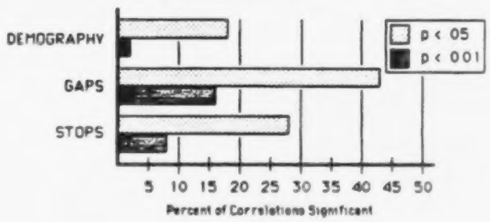
FINDINGS

* While the findings in Conclusion #3 were significant and the patterns consistent, it must be emphasized that in only rare cases did a single relationship between a demographic factor and another variable account for more than 5% of variability. The power of the demographic variables was, thus, limited. This finding is consistent with evidence from other Sense-Making studies.

* A comparison of the predictive power of demographic measures to other measures showed that demography was never the best predictor and in only one case was it the second best predictor. Graphs #38 to #40 (below) and #41 and #42 (on the next page) present these comparisons showing the percentage of significant correlations that were found between different classes of predictor variables and different classes of criterions. Results showed that demography was the least powerful predictor of the nature of questions citizens asked. It was also among the least powerful predictors of helps sought, assessments of difficulty and success in question answering, and specification of barriers to getting answers. Only in predicting strategies used in attempts to get answers to questions did demography come out strong, close behind the strongest predictor -- gap situations.

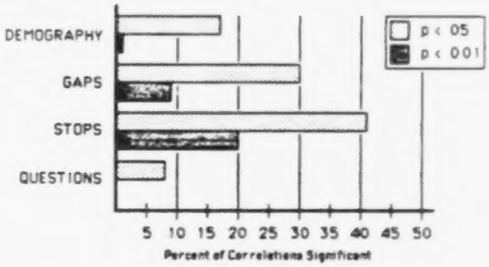
38

PREDICTORS OF QUESTIONS



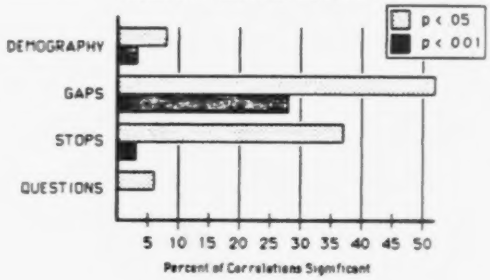
40

PREDICTORS OF HELPS



39

PREDICTORS OF DIFFICULTY AND SUCCESS IN QUESTION ANSWERING



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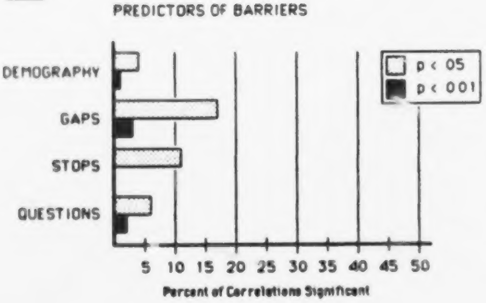

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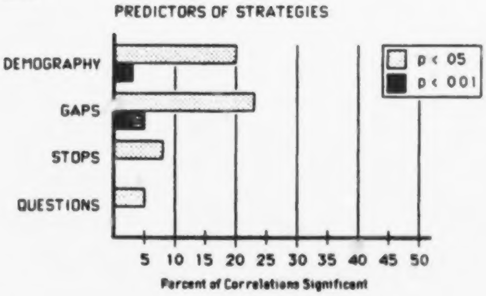
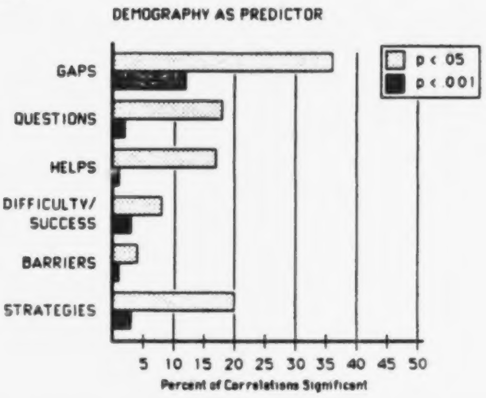


* Demography was strongest in predicting the kinds of gap situations citizens found themselves in -- a logical finding since demographic measures such as age, sex, income, education, and race provide some indication of life circumstances. Even at their strongest, however, predicting about 35% of gap situations significantly, a single correlation rarely accounted for more than 5% of the variability. Graph #43 shows the power of demographic predictors across different categories of sense-making variables. Essentially, the findings suggest that knowing a person's demographic characteristics provides a bit of help in knowing what kind of information need situations he/she is likely to be in...and a bit of help in knowing how she/he might try to answer questions in these situations. However, it is of little help in knowing what the question might be, what help he/she might be seeking, what barriers he/she sees in the way, and what difficulty and success he/she has had in question-answering.

43



* Since demography was not the best predictor, the question arises as to what was. The answer differed depending upon focus. In predicting the kinds of questions Californians had in their gap situations, the best predictor (as shown in Graph #38 on page 20) was the nature of the gap situations. Second best was how Californians saw themselves stopped in these gap situations -- whether they saw themselves as choosing between alternative roads (a decision stop); as being pulled down a road not of their own choosing (problemmatic); as having lost their way feeling like things were out of control (spin-out); as being on the road with something standing in the way (barrier); or as needing to follow someone down the road who could teach the ropes (following). Translated into the context of service, this finding means that if a practitioner knows the kind of gap situation someone faces, they have some basis for knowing the kind of question the person is trying to answer. Knowing, in addition, how the

person sees themselves stopped provides less but additional support. Knowing who the person is demographically provides the least indication.

* In terms of predicting how Californians wanted to be helped by answers to their most important questions, results showed that the same two factors -- gaps and stops -- were most powerful. In this case, however, stops was most powerful, showing significant relationships with 40% of the different help categories. Gap situations was second at 30%. Demography was third at 15%. The actual question the individual asked was least powerful. These findings are shown in Graph #39 (on page 20).

* The same two factors -- gap situations and stops -- played by far the biggest role in predicting the difficulty and success Californians reported in getting answers to their most important questions. As shown in Graph #40 (on page 20), gap situations were strongest followed by stops.

* Nothing predicted the barriers Californians reported to their question asking very well, although the same two factors -- gaps and stops -- were best as shown in Graph #41 (on page 21).

* A comparison of situations where Californians saw themselves stopped in different ways showed patterns potentially useful in system design. Californians in following situations more readily phrased their questions as involving a search for information or help and an effort to learn rules and laws and how they fit in. They were significantly more likely to seek a large number of helps and more likely to see themselves as helped by answers to questions. These results are shown in Graphs #44 to #46.

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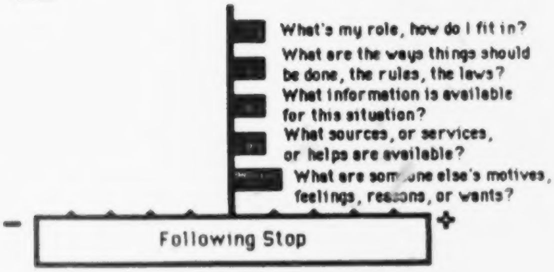

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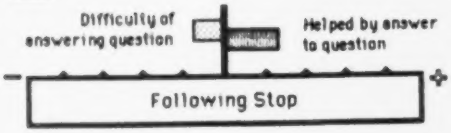

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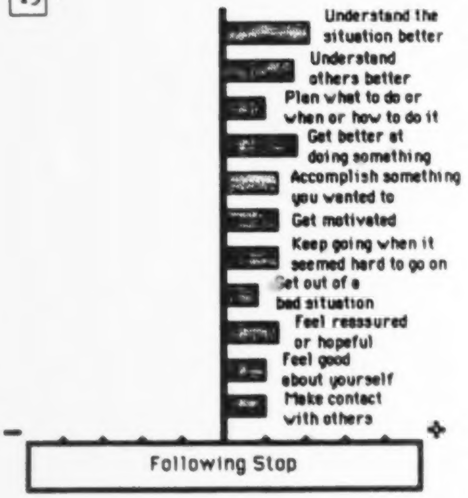
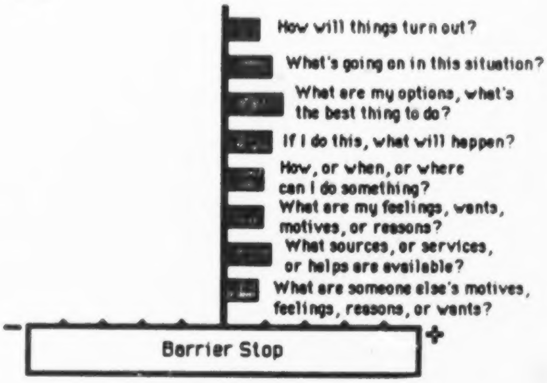


* In contrast, Californians in barrier situations focused more on figuring out what was going on in their situations and identifying their options. They were more likely to say they needed help getting things done, getting motivated, calming down and getting out of bad situations. They were more likely to see their questions as difficult to answer. These results are shown in Graphs #47 to #49.

47*



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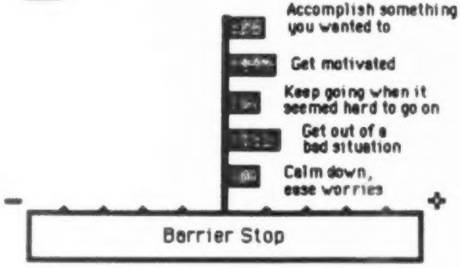

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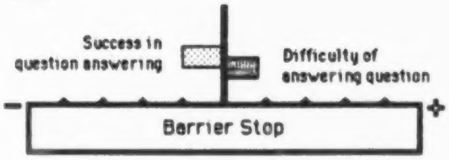

* As another contrast, Californians in problemmatic situations focused more on identifying causes and consequences and on being helped in planning what to do as well as avoiding and getting out of bad situations. They were more likely to want help calming down and, like those in barrier situations, saw their questions as more difficult to answer. These results are shown in Graphs #50 to #52.

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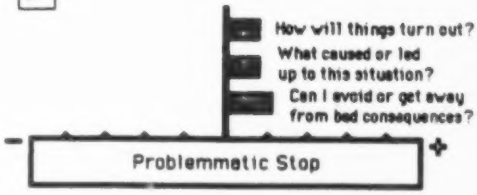

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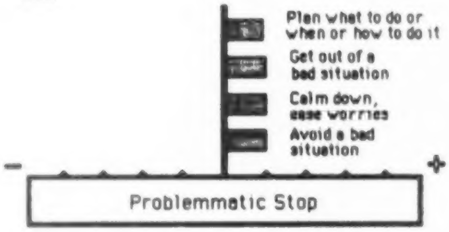

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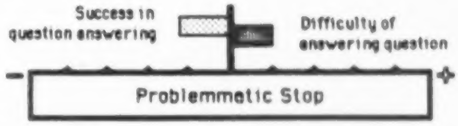

* The remaining two stops -- decision and spin-out -- for the most part reflected the average patterns shown earlier in Graphs #6 to #11 (on pages 7-9). The exception was that Californians who saw their situations as decisions were less likely to say they wanted information to help them understand situations or others better while those in spin-out situations were more likely to say they wanted information to help them feel not alone. Questions in decision situations were seen as more successfully answered; those in spin-outs as more difficult to answer and less helpful once answered. These results are illustrated in Graphs #53 to #56.

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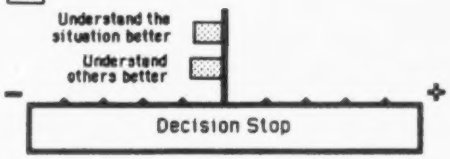

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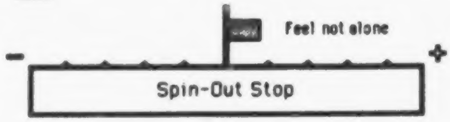

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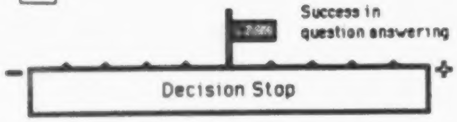

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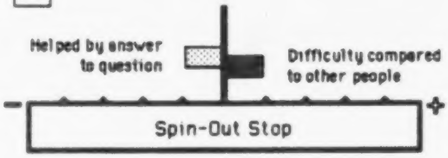
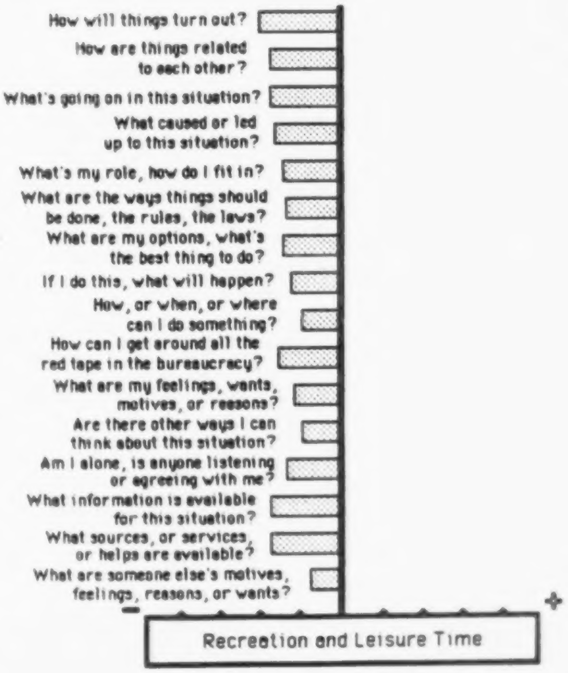


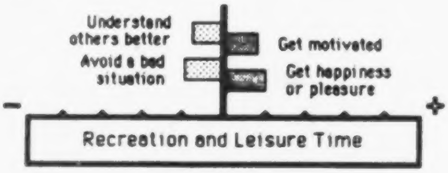
* In general, the ways in which Californians saw themselves as stopped was more powerful in predicting sense-making patterns than the actual situations they saw themselves in. However, the gap situations themselves also showed patterns potentially useful in program design. There were four specific situations compared -- governmental concerns and issues, job-related situations, learning something new, and recreation and leisure. Of these, recreation and leisure was distinquished by the fact that Californians in these situations had significantly fewer questions of almost all kinds. This finding is shown in Graph #57. The two exceptions were: Can I avoid or get away from bad consequences? and How can I get motivated? which they asked as frequently as

57*

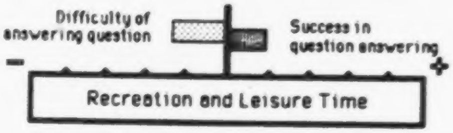


Californians in other situations. Californians in recreation situations were also more likely to say they wanted information to help them get motivated and get happiness or pleasure. They also saw their questions as easier to answer. These results are shown in Graphs #58 to #59.

58 *

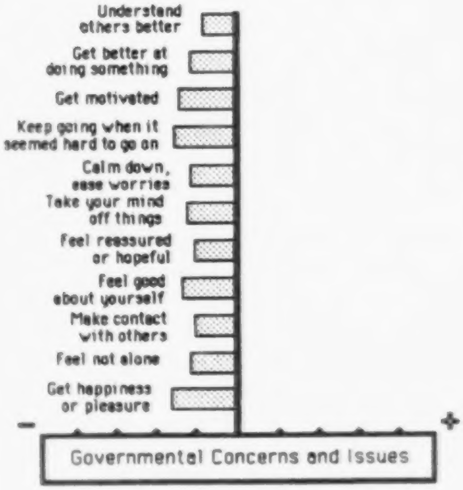


59 *



* Californians in governmental concern situations were more likely to have questions focused on identifying sources of help and information, on figuring out what's going on in a situation and how things will turn out, on dealing with bureaucracies. They were also more likely to ask: "Am I alone, is anyone listening to or agreeing with me?" They were less likely than others to indicate they were seeking a variety of emotional helps but just as likely to say they wanted information to help them plan, understand their situations, achieve their goals, and avoid or get out of bad situations. They were more likely to see their questions as more difficult to answer. Graphs #60 to #62 show these findings.

61 *



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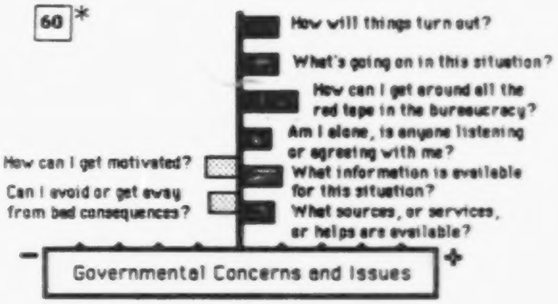

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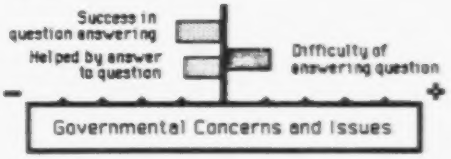
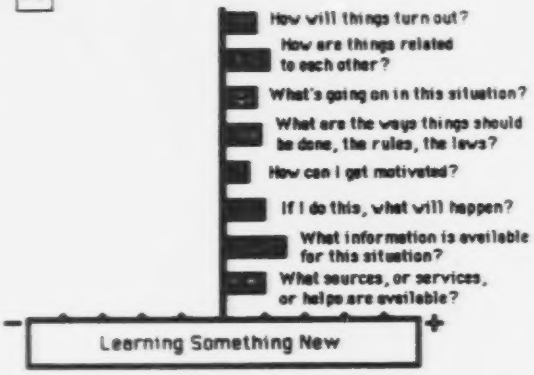


* Californians in learning something new situations were by far the most oriented to information-seeking in traditional terms. They were more likely to ask, as shown in Graph #63, questions identifying help and information, rules and laws. They also were more likely to want to figure out what situations were like in the present and the future. They were more likely to focus on their own need to get motivated. They were more likely to want information to help them understand situations, plan how to move, achieve goals, get better at doing things, and get motivated/keep going. This is shown in Graph #64. They, along with those in recreation situations, were more likely to see questions as easier to answer than those in other situations and see themselves as more helped by answers, as shown in Graph #65.

63*



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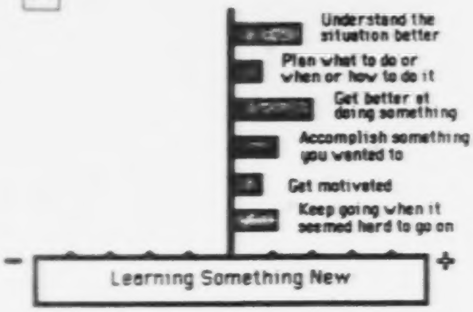

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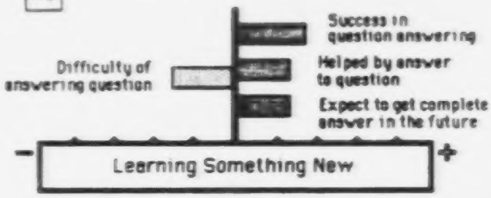
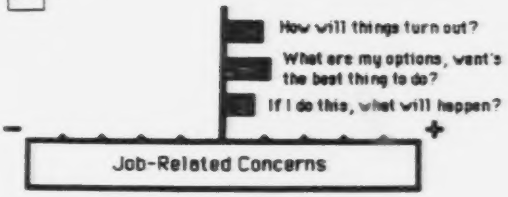
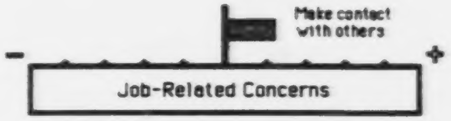


* The last gap situation analyzed specifically involved job-related concerns. Graphs #66 and #67 show these findings. Californians in these situations were more likely than those in other situations to focus on identifying options and consequences. They were more likely to indicate they wanted information to help them make contact with others. They were not more or less likely than the average to see their questions as difficult to answer or more helpful once answered.

66*

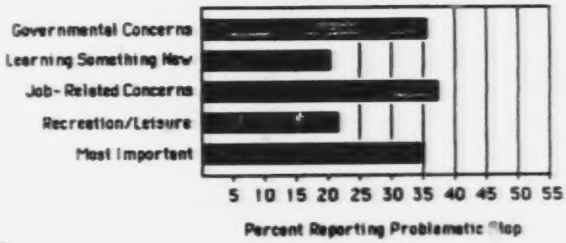

How will things turn out?
What are my options, want's the best thing to do?
If I do this, what will happen?
–
+
Job-Related Concerns

67*



* While it was beyond the scope of this study to focus on how sense-making differed for Californians in the same gap situation (e.g. governmental concerns) who saw the situation in different ways (e.g. decision versus barrier), the potential for this kind of differentiation is shown by noting that across all gap situations Californians saw an average of two of the stop conditions as applying to their situation: 57% decision, 29% problemmatic, 21% spin-out, 39% barrier, and 40% following. The gap situations differed significantly from this average portrait for only two stops — problemmatic and following. Graphs #68 and #69 show that certain gap situations were more likely to be seen by Californians as problemmatic stops while others were more likely to be seen as following stops.

68



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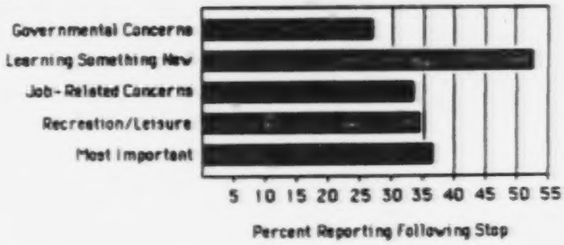

IMPLICATIONS AND APPLICATIONS

These results are in agreement with a growing body of evidence showing that demographic characteristics relate only to aspects of information seeking and use constrained by the same life conditions that demography indexes. Thus, in a series of studies, it has been shown that demography does predict significantly, although not strongly, the kinds of situations people find themselves in and sources they use to get information. These aspects of information seeking are more obviously constrained by external conditions. In constrast, studies show that demography does not predict the more cognitive, internal aspects of sense-making.

Yet, library and information systems rely heavily on a variety of different demographic analyses of their communities. Clearly, these approaches have utility in some frames of reference. Because demographic groupings are widely used in political/legislative settings, community analyses cast in these frames are one necessary kind of accountability. However, it must be acknowledged that something more fundamental is going on and this study provides some insight. Knowing the kind of situation the individual is seeking information for and the way in which he/she sees self as stopped in that situation are two classes of sense-making activity that have been shown to be more useful than demography in this study as well as other studies in the Sense-Making genre.

It is also important to note that the question per se was not a useful indicator of how the person was going to use an answer or even of barriers faced and success and difficulty in question answering. This finding is important because in addition to their focus on demography, information and library systems have also focused on articulations of questions as an end unto themselves. These findings suggest that the important link is between the situation as seen by the individual in that situation and the use that individual will make of information. The question, then, becomes the tip of a kind of cognitive iceberg, to be supported by an understanding of how the person sees the situation and what way the person wants to move through the situation (i.e. how he/she wants to be helped). Sense-Making hypothesizes, and has garnered some research support to date, that triangulating the information need in all three dimensions — situation, question, and help — is necessary for providing effective service.

In terms of the specific patterns for different gap situations and stops, it is important to note that distinctive patterns arose suggesting the value in focusing on these dimensions. It is also important to note in comparing the different stops that there are some ways of looking at situations which are more likely to require the kind of human entry points emphasized in Conclusion #2.

Some specific short-term applications in a library setting might include:

* Changing the nature of the reference interview to include a focus on gap situations, stops, and helps expected in order to make a better assessment of the full information need a patron has and to better match resources to the need.

* Developing ad hoc collections focusing on specific kinds of gap situations in different ways depending on how the situations are seen (stops) or what helps are expected.

* Enlarging research efforts that focus on community or demographic sub-group identification so that they include sense-making components.

In terms of long-term applications, the results point to the need to develop iterative information systems which allow users to take different paths through resources depending on their perceptions and expectations. Advances in technology make iterative systems feasible. As one example, a collection of books on car repair might be organized in terms of the different kinds of stops, questions, and helps sought. The user might follow a branching tree answering a series of questions before he/she lands on a listing of books judged as potentially most useful. The tree of questions might ask the user how he/she saw self stopped. Then based on the user's reply, the tree would ask what question the user was focusing on. Then, again based on the user's reply, the tree might ask which of a series of helps the user hoped to get from information. At the end of this series of questions, the user would find a listing of books that have been especially useful to other individuals in similar situations who saw their situations in similar ways, had similar questions, and hoped for similar helps.

A second long-term application relates to the first. It is the need for responsive systems. One aspect of this is the need to design systems which utilize evaluations by users as a steady source of information to the next round of users. Books, for example, could be catalogued, using technology, with frequency distributions of how the last 100 users were helped by using the book or with frequency distributions showing the situations to which users found the books applicable. In this way, materials might have associated with them not only traditional keyword indexes but a list of stops, questions, and helps each with an associated frequency distribution. In this way, user need statements become an important basis of system development and design.

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* EXPLANATION OF GRAPHS #44 to #67: The graphs show where Californians in particular kinds of situations gave significantly different reports from those in all other kinds of situations. Bars to the right and left indicate significant positive and negative correlations respectively of .10 (first notch), or .20 (second notch), with gradations in between notches.

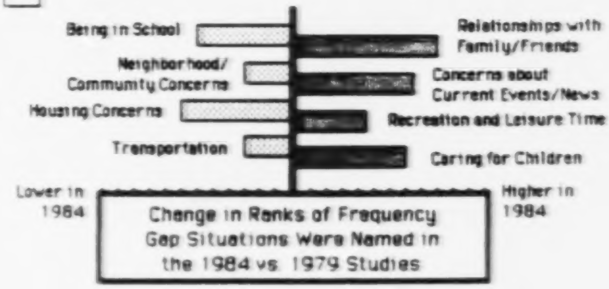
CONCLUSION #5

Information needs change both across situations and across time. Information need assessment needs to be a fundamental, on-going core activity of responsive information and library systems.

FINDINGS

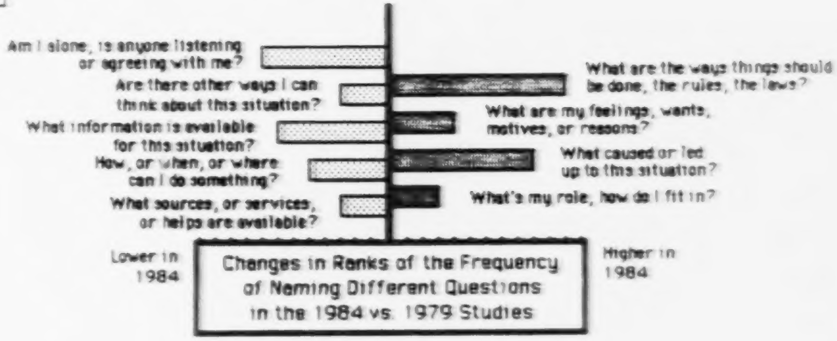
* The findings gathered under Conclusion #4 show the extent to which sense-making changes from situation to situation. A comparison of results of this study to the 1979 study was possible on two dimensions — the kinds of gap situations faced and the nature of questions asked by respondents in their most important gap situation. Methodologies of the two studies were similar enough to allow this comparison. Results, pictured in Graphs #70 and #71, showed that 8 of 16 gap situations showed sizeable changes (3 positions or more) in their rank positions based on the percentage of respondents reporting them. Thus, for example, concerns about current events and news was seven ranks higher in 1984 while housing concerns was 7 ranks lower. Similarly, 9 of the 18 generic questions showed rank position changes of 3 places or more.

70



Change in Ranks of Frequency Gap Situations Were Named in the 1984 vs. 1979 Studies

71



Changes in Ranks of the Frequency of Naming Different Questions in the 1984 vs. 1979 Studies

IMPLICATIONS AND APPLICATIONS

A tradition of everyday information need studies have documented well the ways in which information needs change over time. In some cases, the reasons are clearly due to methodological differences as, for example, in this study the greater emphasis on caring for children can be attributed to the inclusion in the 1984 sample of citizens age 12-16 who were excluded in the 1979 study. In other cases, one can posit societal conditions to account for the changes as, for example, it is possible to suggest that 1979 economic conditions made housing a much more emphasized situation than in 1984. In other cases, the changes are inexplicable without either rash conjecture or additional costly research as, for example, in the reduced emphasis in 1984 on situations involving neighborhood/community concerns.

The explanation of the changes, however, is really less important than the well-documented phenomena. Information needs change and responsive information and library systems will need to make need assessment not just a sometime activity but a constant activity. This is one essence of the responsive system. Ultimately, needs assessment should become a normal everyday activity.

Immediate short term applications in a library setting might include:

* Teaching each staff person to be a vigilant needs assessor, using every interaction with patrons as a situation for learning more about needs.

* Requiring each staff person to do periodic in-depth interviews with both users and non-users both to increase individual and collective knowledge of needs and to keep the staff person in touch with the raison d'etre for service.

* Developing information needs assessment tools that are attached to service, such as "How did this book help you?" cards distributed to users.

Long term applications ultimately will require a realignment of system emphasis to place needs assessment in the top priorities. A library or information system might include 25 random interviews with potential clientele as part of the Monday morning chores, for example, to be supplemented by more extensive once-a-year surveys. A group of systems might collaborate to make this on-going assessment more feasible.

CONCLUSION #6

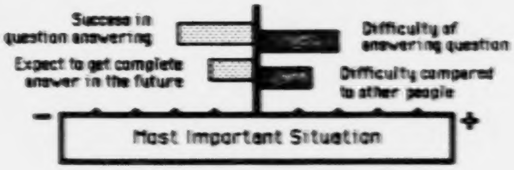
If information and library systems are to serve Californians well in their most important situations — the ones they also found the most difficult to deal with — the systems will need to place even more emphasis on the human aspects of information use.

FINDINGS

* Throughout the data whenever aspects of situation-facing and sense-making which Californians judged as most important were compared with less important aspects, results showed that the more important aspects focused even more on the familiar and the emotional and less on expertise and information. This was shown earlier in Graphs #15 and #16 (on page 12) comparing the frequency with which questions and helps were named to the importance ratings they were given.

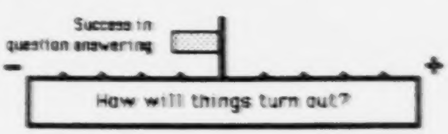
* Results also showed that most important situations were seen as having questions that were more difficult to answer and less likely to be answered successfully, as shown in Graph #72.

72*



* Similarly, among the top 7 questions (out of 18 generic questions) were three which were seen as significantly more difficult to deal with in one way or another. The question "How will things turn out?" ranked first both in terms of frequency asked as well as importance rankings was seen as significantly less likely to be successfully answered than other questions. The question "What caused or led up to this situation" ranked 7th in importance was seen as more difficult to answer and when answers were obtained they were judged as less helpful. The question "What are someone else's motives, feelings, reasons, wants?" ranked 5th in importance was significantly more likely than other questions to be judged as one for which answers would not be obtained in the future. These results are shown in Graphs #73 and #74 (below) and #75 (on the next page).

73*



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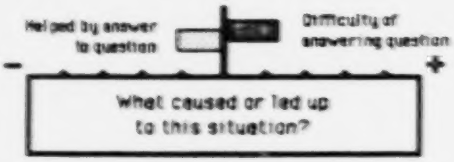

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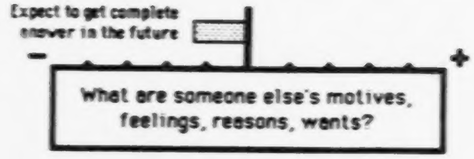
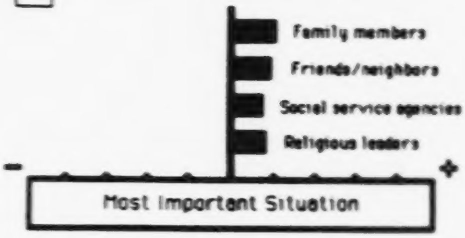


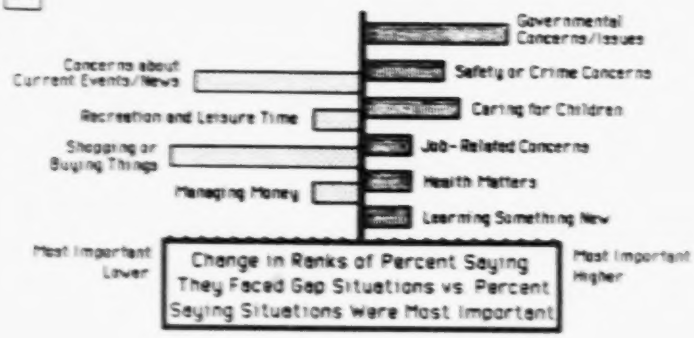
* Strategies used to get answers to questions in most important situations also were significantly more likely to involve using sources who traditionally place as much or more emphasis on human support as on expertise --family, friends, religious leaders, social workers. This is shown in Graph #76.

76*



* Most important situations were not just those typically thought of as emotional either. Graph #77 needs to be used in conjunction with Graph #5 (on page 7). Results showed that in terms of sheer frequency of mention, the following situations were ranked in the top seven: relationships with family/friends, managing money, shopping or buying things, learning something new, recreation and leisure time, concerns about current events/news, and health matters. When the situations judged most important are compared to this, however, some situations drop out of the top seven as shown in Graph #77. Current events and news dropped ten ranks from 6th to 16th; shopping or buying things dropped 12, from 2 to 14; recreation and leisure time dropped 3, from 5 to 8. Two other situations, however, moved into the top seven: governmental concerns/issues and caring for children.

77



IMPLICATIONS AND APPLICATIONS

At the simplest level, these findings makes a stronger call for humanization of information systems than those presented in Conclusion #2. At a more complex level, it suggests that some information need situations -- such as ones focusing on jobs or on governmental issues -- are more likely to be seen as more important by Californians and because of this to require special attention to the human dimensions of information use in program design.

Short term applications in a library setting might include:

> * Tracking the findings in prior sections relating to situations ranked as important and developing short term collections and resource lists that speak directly to the more human, more familiar, and more emotional aspects of information needs in these situations.

Long term applications involve building into the structures and procedures of systems, as discussed in earlier implications, emphases on these human sides of information use.

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* EXPLANATION OF GRAPHS #72 and #76: The graphs show where most important situations differed from other situations. Bars to the right and left indicate significant positive and negative correlations respectively of .10 (first notch), or .20 (second notch) with gradations in between notches.

* EXPANATION OF GRAPHS #73 TO #75: The graphs show where a given question differed from all other questions in evaluations of question-answering difficulty and success. Bars have the same meanings indicated in the footnote above.

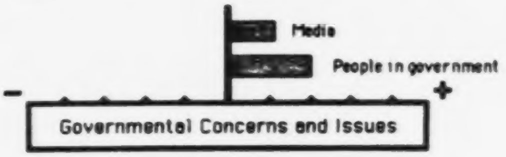
CONCLUSION #7

Throughout the data there was evidence that information and library systems need to help Californians make linkages — between themselves and others, between the familiar and the unfamiliar, between the confines of their own worlds and wider possibilities.

FINDINGS

* Findings here involve, in part, a re-organization of findings already presented. Conclusion # 1 showed the extent to which the more familiar and closer situations were more often named and more familiar and closer strategies for question-answering were used. Conclusion #2 showed the emphasis on moving through one's own situations and reaching for helps meaningful to one's own world. Conclusion #3 showed how these patterns became even more pronounced when society "haves" were compared to society "have-nots" with each veering toward the familiar in their respective worlds. Conclusion #5 showed how different paths can be walked through information need situations and reports tend to show how paths get confined by stereotyped expectations. Conclusion #6 showed how these confines get tighter as situations get more important.

78*



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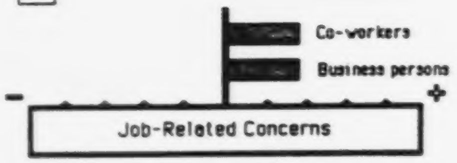

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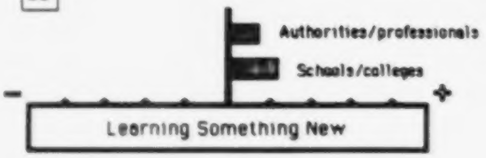

* Additional findings supporting this conclusion are shown in Graphs #78 to #80 illustrating where Californians in different gap situations reported they were significantly more likely to use particular strategies for getting answers to questions. Results uniformly show that more likely to be used strategies were those that stereotypically fit the situation.

IMPLICATIONS AND APPLICATIONS

All of these findings have been pointed to in prior Sense-Making studies. The primary implication involves information and library systems re-assessing what they mean by service. Traditionally library and information systems focus on the delivery of specific documents or answers to questions rather than on assisting users in developing and enlarging their information seeking and using skills. The question to be asked here is whether this traditional stance should be modified. The evidence presented suggests that attention could well be given to the possibility.

The evidence presented in this section also needs to be considered in light of the findings (presented particularly in Conclusion #1) of the sheer immensity of the information needs these Californians expressed. In the presence of tighter resources, it may well be that the most economical long-run strategy for information systems will be to place emphasis on assisting people in diversifying and refining their information seeking and using skills.

Short term applications in a library setting might include:

> * Launching programs and developing resources in which familiar foci are used as entry points for the unfamiliar. Thus, for example, a panel of community people could be used as an starting point for talking about other sources of information in a particular situation.

Long term application involves changing information and library system emphasis away from simply providing the requested document or the requested answer. Instead, energy would be placed on developing procedures and resources for on-going provision to users of a picture of the array of possibilities. Such an approach would necessarily be accompanied by procedures for user practice and education in information seeking and using. Such an investment would necessarily involve wide-spread collaboration of agencies mandated in whole or part as having information dissemination functions.

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* EXPLANATION OF GRAPHS #78 TO #80: These graphs show where Californians in particular gap situations reported using strategies significantly more often than Californians in all other situations. Bars to the right and left indicate significant positive and negative correlations respectively of .10 (first notch) or .20 (second notch) or gradations in between notches.

CONCLUSION #8

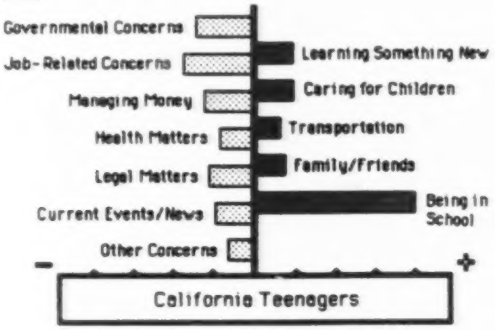
Teenage Californians differed from other Californians in expected ways. Results indicate, that information and library system programs aimed at teens will need to put particular emphasis on providing teens with an array of useful possbilities beyond the immediate confines of their worlds. The accessibility of libraries to teenage lives provides useful entry points.

FINDINGS

* As would be expected, the gap situations teenagers reported facing were more likely to be those bound by typical teenage experiences, as shown in Graph #81.

* Teens were less likely than other Californians to report asking six of the 18 generic questions as shown in Graph #82. They were more likely to ask only one -- "If I do this, what will happen."

81*



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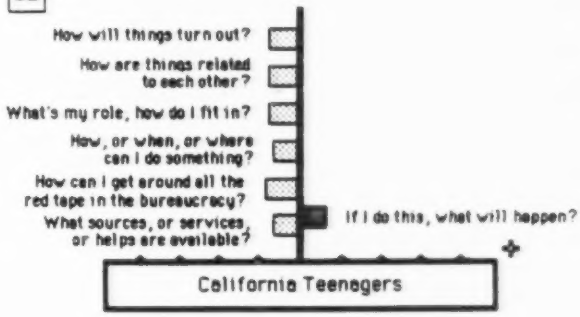
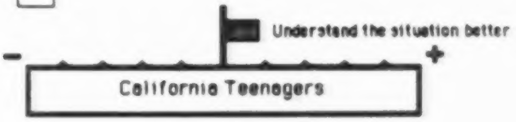


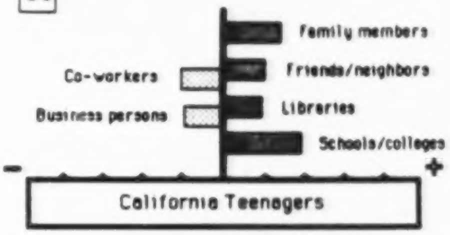
* Teens were as likely as other Californians to report seeking 15 of the 16 helps. They were more likely to report one -- understand the situation better -- as shown in Graph #83.

83*



* When it came to the strategies teens used in attempts to get answers to their questions, results showed that teens, as shown in Graph #84, were more likely to turn to sources available within the confines of their worlds -- family, friends/neighbors,

84*



libraries, schools/colleges. They were less likely than others to name co-workers and business persons, a logical finding since teens are less likely to hold jobs.

IMPLICATIONS AND APPLICATIONS

The findings held no real surprises other than the clear pattern of reliance on familiar sources and involvement in immediate situations. The teenaged Californians also showed some need to understand their situations better and calculate the consequences of their own actions.

The results, thus, fit into the pattern of results for all Californians reviewed in Conclusion #7. Teenagers, these data suggest, have as much of a need as other citizens, perhaps more, to enlarge their information seeking and using options. The fact that teenagers are traditionally among the highest users of library — both school and public — suggests a ready entry point for reaching teens utilizing the suggestions in Conclusion #7.

Short term applications in a library setting might include:

* Collaboration between public and school libraries to develop programs and resource lists encouraging teens to go beyond their traditional information sources and illustrating the value of doing so.

* Using collections of materials focused on familar and top priority teen concerns as entry points for introductions to less familiar materials.

* Finding materials which teens wouldn't ordinarily consider using which speak directly to their concerns and highlighting these in programs/resource lists.

Long term application essentially involves, as in prior sections, a commitment by information and library systems to emphasizing the possibilities available in their service rather than merely the delivery of a single "product" — answer, document, etc. This commitment has inherent in it a change in the focus of information system service to a more educational function. As noted earlier, because the commitment has broad implications for all agencies with an information transmission mandate (schools, social service agencies, etc.), the commitment will no doubt need to be considered collaboratively.

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* EXPLANATION OF GRAPHS #81 TO #84: The graphs show where teens were significantly more likely than other Californians to report facing particular situations, asking particular questions, seeking particular helps, or using particular strategies. Bars to the right and left indicate significant positive and negative correlations respectively of .10 (first notch), .20 (second notch), .30 (third notch), and .40 (fourth notch) with gradations in between notches.

CONCLUSION #9

Information and library systems embarking on attempts to address everyday information needs more effectively can usefully start with some professionally well-accepted entry points.

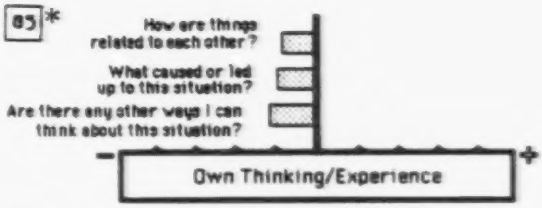
FINDINGS

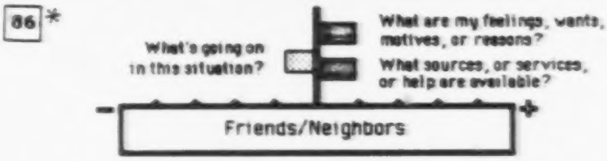
* Some of the relevant findings here come from prior sections. In Conclusions #1 and #6, for example, results showed that some situation types which information and library systems traditionally serve were both frequently named and/or emphasized as important. These included current events and issues (frequently named), governmental concerns and issues (emphasized as important), and learning something new (both frequently named and emphasized as important).

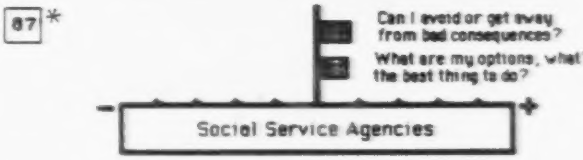
* Findings in Conclusion #1 also showed how none of the generic questions was indicated by fewer than 35% of the respondents and such traditional information system entry point questions as "What information is available for this situation?" and "What sources of services of helps are available?" or "Whay are the ways things should be done, the rules, the laws?" were named by 50-70%.

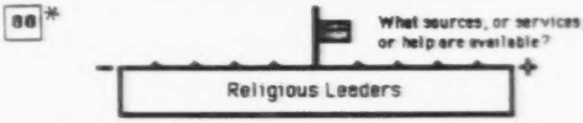
* Conclusion #1 also showed that the help traditionally expected from information -- understanding of situations -- was third most often cited.

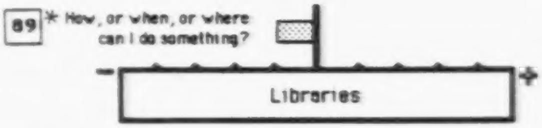
* Additional relevant findings are shown in Graphs #85 to #90. These graphs show the questions for which Californians were significantly more likely to turn to different sources. Data showed, for example, that Californians showed a significant likelihood of reaching beyond their own thinking/experience when their questions focused on finding other ways to think about the situation. On the

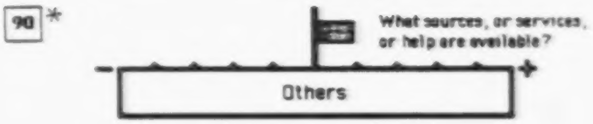












other hand, they were more likely to turn to friends/neighbors, religious leaders, and other sources when they wanted to identify sources or services or help. They also were more likely to turn to friends to focus on identifying their own internal states and to social service agencies to focus on identifying options and ways to avoid bad consequences. They were significantly less likely to turn to libraries for the question that, on the average, they ranked second in importance -- "How, or when, or where can I do something?" -- than they were for their other questions.

IMPLICATIONS AND APPLICATIONS

Embedded in these findings are a number of traditionally accepted information system service entry points which while not always as critical to Californians as other dimensions emphasized in earlier conclusions still received enough emphasis in these data to suggest their utility as starting places. These entry points include an emphasis on situations involving current events and issues, learning something new, governmental concerns; attempts to identify sources of information or help; expectations of understanding things better. The data also suggest that there is a significant readiness among Californians to go beyond their own ways of thinking about situations. Further, Californians indicated they are likely to be turning for leads on sources or services or help available to a variety of sources -- the peer/kin net and religious leaders -- with whom collaborative efforts might be built. Significantly, the one question for which Californians indicated they were less likely to use libraries as sources was one which some libraries have attempted to service -- "How, or when, or where can I do something?

Short term applications in a library setting might include:

* Establishing or continuing operation of information and referral services for helping citizens connect to sources or help and information.

* Entering into cooperative arrangements with community professionals -- religious leaders, social service agencies, and others -- by using them as resource people, asking their involvement. These professionals might cooperate in developing reading lists and resource collections, for example. Another alternative would be to involve such professionals in presenting programs aimed not at solving problems for participants but rather at enlarging their information seeking and using options.

* Using local community and neighborhood people networks as a basis for developing a network resource file for community members. The library or information could serve as a people-to-people contact facilitator in this way and at the same time open up possibilities for users of more diverse information seeking options.

* Publicizing the availability of certain kinds of answers at libraries in human terms. Instead of saying libraries have newspapers, for example, publicity could say: "You can find out how, or when, or where to do things at your library."

Long term applications more appropriately look at these options as beginning but significant steps in expanding the definition of service. For systems who are taking their first steps, applications such as those above may represent several years of effort.

Also relevant to long-term applications is the need suggested in the data for libraries and information systems to address potential stereotypes in people's minds of the kinds of information help that they can provide.

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* EXPLANATION OF GRAPHS #85 TO #90: The graphs show the questions for which Californians were significantly more likely to report (in comparison with reports for other questions) using particular strategies for getting answers. Bars to the right and left indicate significant positive and negative correlations respective of .10 (first notch) and .20 (second notch), with gradations in between notches.

CONCLUSION #10

The library use results do not suggest any inherent barriers standing between Californians and their potential use of libraries to address a wider variety of needs.

FINDINGS

* Several findings support this conclusion. Perhaps most important is the result showing that on the average 29% of Californians reported using libraries as a source in their situations. This was an increase from 7% in the 1979 study. In 1979, libraries ranked 7.5 in frequency of mention. As shown in Graph #91, in 1984 they moved up 3 ranks to 4th. The increase was not accounted for by the inclusion of the 12-16 year olds in the 1984 sample since a comparison showed that 40% of this youngest group cited the library while the figures for all other age groups still ranged from 23-32%. Similar increases in citing of libraries as sources have been found in other recent information needs studies in other parts of the country.

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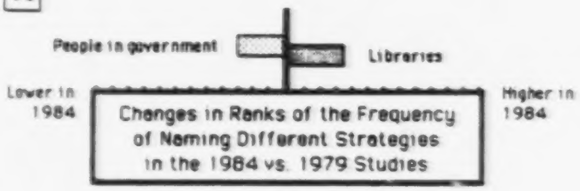

Changes in Ranks of the Frequency of Naming Different Strategies in the 1984 vs. 1979 Studies

* A majority of Californians (81%) were able to recall their last library use. Of these, 50% reported that that contact was within the past month, as shown in Graph #92.

* An analysis of whether more recent library users differed in their sense-making reports in comparison with less recent library users or non-users showed few significant correlations. Frequent library users did not differ in the kinds of gap situations they faced recently, how they saw these situations, what questions they asked in them, or what helps they hoped to get from information. They were also no more likely to report using libraries as information sources in their everyday gap situations.

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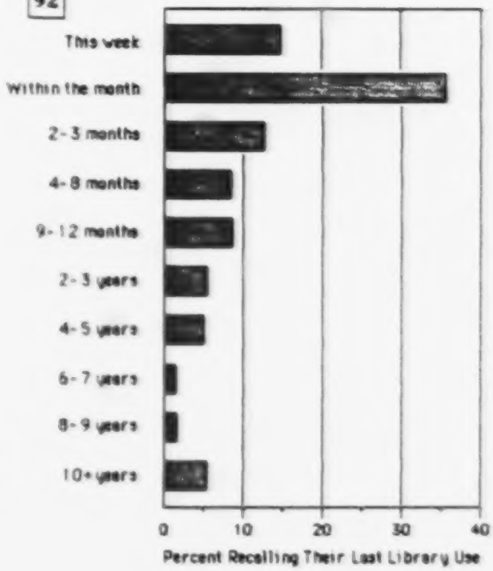

IMPLICATIONS AND APPLICATIONS

These findings suggest that there is no reason to suspect that libraries can not be seen by Californians as central information places and that their functions can not be expanded to focus on dimensions of information use not traditionally made explicit in service definitions.

The major application proposed based on the findings in this report is that libraries and information systems should focus more on sense-making needs rather than information transfer per se. In many ways, this proposal is a radical theoretical departure from traditional information system service designs. Yet, there is growing evidence that departures in these proposed directions are necessary if library and information services are to become both more efficient and more effective. It is an assumption of Sense-Making that efficiency and effectiveness both require the development of responsive systems that emphasize sense-making activities. A major inefficiency is introduced, Sense-Making assumes, because the procedures and structures in current information systems work in opposition to the human contexts within which information use is done. Informal feedback from California local library staff members who have been trained in applying Sense-Making in their interactions with users, supports the belief that both efficiency and effectiveness can be improved.

This report includes a variety of short-term applications in library settings. These result from the author's own ideas about how libraries might change and reflect her belief that libraries are ideal places to help people by using Sense-Making approaches to library intersections with users. However, the author is not a librarian, and ultimately, it is up to librarians to develop and test applications of this study as they carry out their services. There is no expectation that any system can change itself overnight. These results do suggest, however, the need to start. The findings do not present recipes. They do, however, provide guidance and a perspective for thinking about possibilities.